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ABSTRACT

This teacher's guide from the New York City public schools is designed to help teachers implement an all-day kindergarten program. Planning for the all-day kindergarten is developed and demonstrated through a thematic approach which integrates all curriculum areas. Six themes are presented, each of which includes both direct instruction activities for all children and specific lessons for children who speak English as a second language. In addition to the themes of study, the guide provides: (1) suggestions for scheduling and programing the beginning days of the school year; (2) sample room arrangements designed to assist in the setting up of learning centers; (3) examples of ways to enrich the learning environment through fingerplays, games, songs, computer activities and field trips; (4) information on the teacher's role in guiding children's growth and development; (5) suggestions for teachers, paraprofessionals, and other adults on working together; (6) information on developing literacy; (7) descriptions of formal and informal assessment procedures, and information on children with special needs; (8) a chart of skills and concepts to be learned; and (9) a bibliography which includes books for children and adults. (PCB)

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Getting Started in the All-Day Kindergarten

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Getting Started in the All-Day Kindergarten

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Getting Started in the All-Day Kindergarten

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Foreword

Getting Started in the All-Day Kindergarten is a teacher's guide which has been designed to accompany the first major effort at providing a full day of instruction to all of New York City's five-year-old children.

For the teacher who has had little previous experience in teaching All-Day Kindergarten, this guide will offer many constructive suggestions. For the experienced teacher, there are ideas to add to the teacher's existing and expanding repertoire.

Planning for the All-Day Kindergarten--which integrates all curriculum areas--is developed and demonstrated through a thematic approach. Six themes have been included, each of which comprises both direct instruction activities for all the children and specific lessons for children who speak English as a second language.

Getting Started in the All-Day Kindergarten will be of assistance to teachers in organizing a learning environment, scheduling the day, involving parents in the program, and assessing student progress, as their five-year-olds work and play in their All-Day Kindergarten classroom.

Your cooperation in sharing your reactions to this guide will be helpful in planning for revisions and staff development workshops.

Charlotte Frank

Charlotte Frank
Executive Director
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Getting Started in the All-Day Kindergarten, a guide to assist teachers to plan and implement an effective program for young children, is a project of the Division of Curriculum and Instruction, Charlotte Frank, Executive Director, Pearl Warner, Deputy Executive Director.

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Division of Curriculum and Instruction, "Now We Are Six": A Guide to Teaching First Grade. New York: Board of Education of the City of New York, 1984.

Division of Curriculum and Instruction, Teaching Grade Two. New York: Board of Education of the City of New York, 1985.

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Introduction

The Child

Five-year-old children enter school with varied experiences and expectations. Children who have had preschool experience may enter the classroom with grateful familiarity. Others test themselves and their new environment for signs of compatibility.

Five-year-olds are discovering the world around them and are bent on exploring every bit of it. They have a limited knowledge of time and space and live in the here and now. They are not interested in next week, next month or next year. Their concern is with what is going on this minute, right here.

Their energy is boundless and they are aware of their growth and increasing power. They run, jump, hop, climb and can sit still for only short periods of time. However, they can work for extended periods at projects in which they are especially interested. They are beginning to develop control of their small muscles. Although they may be able to draw, tie bows and fasten buttons, many fives still cannot manage the fine details of writing, sewing and handling small objects.

Five-year-olds enjoy the world of make-believe but often cannot distinguish between fantasy and reality. They create their world of make-believe. They dramatize and relive home and community life. Dramatic play is a natural part of the life of the five-year-old. Dramatic play helps the children to sort out the difference between their reality and fantasy worlds. They are able to create a world which they are able to control.

Fives are primarily interested in themselves and have a strong feeling of possession. They really do not like to share their things but will do it to please the grown-ups around them. "My" and "mine" are among the favorite words used.

They love to talk and often say the same things over and over. They try out new words and expressions in relating simple events. This helps them build a larger and larger speaking vocabulary.

The five-year-old seeks praise and approval. Very often they are "good," not because it pleases them but because they seek approval. They have discovered that adults praise good children.

The curious five-year-olds need to engage in direct and concrete experiences. These experiences give them opportunities to observe, to explore, to make hypothesis and generalizations. They must be able to integrate these experiences with the things they already know in order to formulate new concepts and new ideas.

The five-year-old:

- likes to be near/next to other children, but not necessarily playing with them
- likes to work and play in small groups
- shifts from one group to another
- gives evidence of well-developed gross motor activity
- thrives in the "here and now"
- learns from first-hand experiences
- learns through play
- is not ready to sit at a table or in a circle for long periods of time

Kindergarten children are characterized by activity, curiosity, and eagerness to explore. They love to talk. They like to listen to stories. They do not particularly like to listen to other children, but as the year progresses they learn that listening is often the other side of the coin of speaking. Books interest them, and they often pretend to read. They are interested in solving problems, manipulating materials, dramatizing, and creating. They like experiences in science, and numbers fascinate them.

Kindergarten children like to explore the way things work, how they feel, how they move. They enjoy measuring, matching, pouring and squeezing. They take pride in work well done but will crush or crumple their handiwork if it is not their best. Five-year-olds are delightful, active, friendly, and appreciative.

The All-Day Kindergarten Program

The All-Day Kindergarten is planned to provide a program for five-year-old children that meets their needs according to their stages of development and experience.

Research studies document the effectiveness of All-Day Kindergarten programs in producing long lasting effect on children's development. All-day programs offer major advantages. Increased time in class affords expanded opportunities for formal and informal learning skills and enrichment in the areas of music, art and physical education. The probability of successful achievement in later grades is enhanced by the increased attention to individual needs, participation in other school activities and social interaction with children and adults. Results further indicate that children who attend Kindergarten demonstrate a higher degree of academic achievement and social adjustment, and are less likely to be placed in special classes or to be retained in later grades.

The All-Day Kindergarten curriculum grows out of the children's interests, styles of learning, strengths and stages of development. The curriculum is based on child-relevant experiences to broaden the children's world, stimulate their thinking, and foster intellectual development. The key to building an integrated curriculum is to include a variety of content areas in each learning experience, as opposed to the use of compartmentalized activities. Direct experiences through which children can explore and deepen their understanding of the world are the core of the curriculum. Reading, language, mathematics, science, music and art are interwoven. Children observe, ask questions, and develop specific skills, knowledge and competencies.

The classroom is organized into learning areas, e.g., writing, mathematics, science, library, blocks, housekeeping, art. Learning areas are efficient work spaces that provide flexible physical space for organizing materials around a common theme. The areas offer great stimuli for discussion and conversation among the children working together in a particular area and enable the teacher to hold individual conferences or small group sessions while other children are engaged in the areas.

Class meetings, written labels, activity charts, and written messages provide children with opportunities for planning activities, participating in classroom management and accepting responsibilities. The teacher creates a classroom milieu that includes space for quiet study as well as movement, materials that invite experimentation, and a stimulating yet relaxed climate in which children trust and cooperate with each other.

Children are ready to expand their vocabulary daily, to develop concepts and an appreciation of literature. Writing is introduced as an integral part of communication, a form which indicates that one's ideas are important and may be read by others. Early writing includes writing one's own name, the label for one's blockbuilding, a statement about a picture one has drawn.

The adults encourage children to recount their experiences and also design a wide range of group experiences. Oral language is encouraged. Adults record children's dictated stories and charts. Through group experiences, which provide the basis for shared, dictated charts, children can develop a common vocabulary. This vocabulary, reflecting concepts developed in many curriculum areas, is utilized in expanding themes and instructional activities.

Throughout the school year, the teacher assesses the individual child's progress and the implementation of the program. The teacher reviews, revises and restructures, based upon documented observations, samples of works and checklists administered on a regular basis. Individual pupil folders are maintained and shared with parents and staff members.

Parents come to school with their children. When they are encouraged to stay and become involved in some aspect of this program, the child, teacher and parents benefit. This on-going communication between parent/caregiver and teacher is a critical factor in building school-related successes.

The All-Day Kindergarten is a comprehensive program that emphasizes total child development, highlighting a multi-curriculum instructional component that maximizes the communication arts and mathematics skills required for academic success in the primary grades, skills in social interaction with peers and adults, positive attitudes toward learning, good basic work and leisure habits, sound health habits, preferences and tastes for nutritional foods, and knowledge of the community.

Children will be encouraged to grow in curiosity, self-direction, determination, friendliness, cooperation and responsibility in a developmental, experiential program.

The Guide

Getting Started in the All-Day Kindergarten is a practical guide for implementing a comprehensive program for five-year-olds.

Section 1, The First Days, provides suggestions for scheduling and programming the beginning days of the school year. Right from the start, culminating experiences are planned which will reflect the growth and development of each child. Appropriate homework activities are discussed.

Sample room arrangements to assist the teacher in setting up learning centers are described in Section 2, Creating a Learning Environment. Techniques for establishing routines and using materials effectively are discussed.

Section 3, Enriching the Environment, offers various categories of finger plays, games, and songs. It contains suggestions for making trip experiences a valuable part of the curriculum. Appropriate computer activities are included.

Section 4, The Interactive Teacher, explores the teacher's role in guiding children's growth and development through verbal and non-verbal interactions of teachers and children.

Section 5, Working Together, presents suggestions for teachers and paraprofessionals, and other adults who are involved with Kindergarten children. It describes parent-child activities which will foster children's learnings. A guide for administrators is included.

Section 6, Developing Literacy, explores early language development. Many listening/speaking experiences are described, as well as ways to involve young children with books. There is a checklist for a "print-rich" environment, and a discussion of developmental writing.

The thematic approach to instruction is detailed in Section 7, Developing Themes of Study, which also contains a discussion of language emphasis for the E.S.L. student. Learning experiences for each theme are outlined to assist the teacher in developing the themes.

Section 8, Assessment, describes informal and formal assessment procedures and contains sample checklists for the teacher's use. New York State Screening Procedures, which involve most of the children in the All-Day Kindergarten, are described. Nurturing the gifted and talented, as well as children with special needs, is discussed in this section.

Section 9, Developmental Skills, contains charts of skills in all curriculum areas.

Section 10, Bibliography, lists traditional and new books for children. The Staff/Parent bibliography is an index of books related to child development, curriculum development, and current research. Materials dealing with English As a Second Language (ESL) are included in this section.

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Section 1
The First Days

Planning

The All-Day Kindergarten Program offers children many wonderful opportunities to develop the concepts, knowledge and skills which they need to build a foundation for later learnings and for a successful school experience.

Some children come to school with limited school experience and for others, Kindergarten is their first introduction to a large social group. Five-year-old children are very energetic, have short attention spans and are just beginning to develop small muscle control. They tend to be possessive, and sharing materials in the classroom can be very difficult for them. These factors must be considered by the teacher when planning the program for children.

The classroom must be organized before the children enter the classroom, e.g., the centers arranged, the bulletin boards decorated and ready for children's work, the materials in place and readily accessible to the children.

Name tags can be made for each child. They enjoy reading their names, and those of their friends' on charts, such as attendance.

Parents are notified about classroom location, teacher's name, arrival time and procedures, dismissal time and procedures, lunch and snack plans and any other special school regulations. These notices can be mailed or sent home the first day. Teachers should plan for on-going parent communication through notices on a bulletin board in the classroom and/or periodic newsletters sent home.

The sample daily schedules which follow reveal how the children's day is planned, alternating quiet activities with more active periods, in response to the developing five-year-old's needs. In the beginning, the daily schedule is unvaried in sequence but varied in content, since children are more comfortable and reassured in this type of plan. There should be some provision for special events that occur, such as children's birthdays and trips. A trip that may be planned early is a school tour to acquaint children with the school building.

Cooperative planning with the cluster (preparation) teacher and classroom assistants (paraprofessional, parent/community assistant, student teacher) should be ongoing. Provision should be made to capitalize on the short quiet times during the school day to share observed child behavior and to plan for individual children's needs.

It is important for all teachers, particularly Kindergarten teachers, to be sensitive to the peculiar needs and talents of their students. This will enable teachers to assist children from the start in actualizing their potentials without the limitations placed on options by stereotyped notions based on race, sex, religion, color, national origin, or handicapping conditions. Frequently, these obstacles are unintentionally or inadvertently started and perpetuated in school by such factors as unquestioned acceptance of "traditionally appropriate" sex roles, and of teaching materials and bulletin boards that reinforce stereotypes. The absence in the learning environment of minorities, of people with handicapping conditions, and of senior citizens has the effect of denying the existence of these individuals. If they are not seen by the children in textbooks, displays and supportive instructional material they do not exist for them.. Teachers are urged to take these factors into consideration, especially in selecting teaching materials and in organizing the classroom. Particularly because of the unconscious origin of stereotyping, it is recommended that teachers review their use of language and methods of teaching. For example, do you expect different kinds of behavior from children because of their sex? Do you ever prescribe special behavior for either sex, as in saying "Boys shouldn't hit girls" or "Ladies before gentlemen"? For ideas on techniques, and for sample materials that promote equity, teachers are invited to visit or telephone the Equity Education Resource Center of the Office of Equal Opportunity, Room 623, 110 Livingston Street, Brooklyn, New York 11201; (718) 935-3603.

The First Half Day

Sample Day (first half day)

The teacher greets the children and parents, gives the children their name tags and invites them into the classroom. The children put personal belongings in the place designated for them by their teachers. They select a book while they wait for the remainder of the class. The children are then asked to sit around the teacher. The children listen and learn the teacher's name. The children listen as the teacher greets each one by name. They stand when they hear their name. This helps them to learn the names of their classmates. They are encouraged to talk about themselves.

The teacher can use a puppet to help introduce the name song--"Hello, Everybody, How Do You Do" to tune, "Hello, Everybody, Yes Indeed." This helps create a pleasant and calm atmosphere. Then the teacher substitutes the children's names for the word "everybody." For example, "Hello, Maria, how are you? How are you? How are you? Hello Maria, how are you? How are you today?" After all the names are sung, the teacher talks about some of the activities in Kindergarten such as playing with toys, snacktime, story time. The teacher invites the children to visit the learning centers. Children are introduced to the following centers: the blocks, the doll corner, the library, the puzzle and game area, and paper and crayons area. The children move freely from one activity to another, perhaps to join a friend or to explore new materials. The teacher and/or assistant circulates among the children, talks to them, assists them complete a puzzle and prints their names on artwork. The teacher is particularly aware of any child who appears to have a physical problem, such as a cold, as well as those children who have not previously participated in a large group experience and need reassurance.

Approximately ten minutes before snacktime, the teacher quietly walks to the individual centers and tells the children that in a few minutes everyone will have a snack. Children are helped to assume responsibility for putting all their materials away. At this time, the teacher shows, for example, how to put the dolls and utensils away in the housekeeping corner.

As the children get ready for snack time, some children may wish to use the bathroom. The children learn how to wash and dry their hands. They are encouraged to help distribute the napkins, juice and snack, which may be peanut butter and crackers. Snack time is an opportune time for children to converse, share thoughts about the learning centers, acquire some of the social amenities, and taste new foods. Children help clean up, and then they learn a new finger play: "A Little Ball."

A LITTLE BALL

A little ball A bigger ball	(Make circle with index finger touching thumb)
A great big ball I see.	(Make a circle with fingers of both hands touching)
And when I count them, One, two, three.	(Then make a circle with arms, fingers on both hands touching.)

The teacher invites children by name or table to come to the large area. Music is played and children walk, march and move. When the music stops, the teacher tells the children to stop moving.

Then the teacher asks the children to sit around her. A new finger play is taught. The teacher shows them a large picture book and proceeds to tell the story. The children interpret the pictures and discuss the story. They talk about what happened first, and then next.

Before dismissal, the children are encouraged to talk about their day and make plans for the following day. Name tags are put in their special place such as on a large posterboard tree. Children may wish to take their artwork home.

A Good-by Song to the tune of "Hello, Everybody" is sung at dismissal.

Suggested Daily Schedule

first half day

8:40 - 9:00 Greet Children and Parents Individually:
Give each child a name tag.

9:00 - 9:30 Direct Instruction Activity:
Learning own name, other children's names, and teacher's name. Discuss names of children. Sing children's names. tune: Hello, Everybody. Discuss the date, weather.

9:30 - 10:15 Introduce Centers of Interest:
Children explore following centers:

LIBRARY
DOLL/HOUSEKEEPING
SMALL GAMES
SIMPLE PUZZLES
DRAWING -- PAPER and CRAYONS
BLOCKS --Limit number of blocks available;
(e.g., unit, double unit).

10:15 - 10:45 Prepare for Snack Time:
Discuss routines for distributing juice, snacks. Clean up.

10:45 - 11:00 Introduce Finger Play: "On My Head."

ON MY HEAD

On my head my hands I place,
On my shoulders, on my face,
On my hips and at my side,
Then behind me they will hide.
I will hold them up so high;
Quickly make my fingers fly;
Hold them out in front of me;
Swiftly clap -- one, two, three.

11:00 - 11:30 Active Period:
Rhythms: walking, clapping, moving to music.

11:30 - 11:50 Story Time:
Read brief story, using large picture book. Discuss story.

11:50 Prepare for Dismissal:
Put name tags away. Talk about the day's activities and plan for the next day.

12:00 Dismissal

If lunch is served to the children on the first few days, snack can be omitted, or served during the early part of the morning.

Suggested Daily Schedule

second half day

8:40 - 9:00	Greet Children and Parents: Children take their name tags. They look at books.
9:00 - 9:30	Direct Instruction Activity: Follow directions. Children learn to respond to signal for attention. Teacher may use a chord or piano, a triangle, a hand signal or briefly turn off the lights..
9:30 - 10:15	Work Period: Review Routines. Children work at various learning centers. Teacher adds new picture books in Library Corner; leads a discussion on the new puzzle in the small games and puzzle area.
10:15 - 10:45	Prepare for Snack Time. Review routines for distributing juice, snacks. Snack: banana slices.
10:45 - 11:00	Review Finger Play: "On My Head." Introduce "A Little Ball."

A LITTLE BALL

A little ball	(Make a circle with index finger touching thumb.)
A bigger ball	(Then make a circle with arms, fingers on both hands touching.)
A great big ball I see.	
And when I count them -- one, two three.	

11:00 - 11:30	Active Period: Rhythms Period: children move to music - walking, clapping, jumping, marching.
11:30 - 11:50	Story Time: Teacher reads a short story; asks questions, listens to responses.
11:50	Prepare for dismissal: Review routine for putting name tags away. Talk about the day's activities.
12:00	Dismissal

Suggested Daily Schedule

third half day

8:40 - 9:00 Greet Children and Parents:
Children take their name tags. They select a book.

9:00 - 9:30 Discuss Day, Weather:
Sing name song.

Direct Instruction Activity:
Children learn to walk with a partner on line.

9:30 - 10:15 Work Period:
Children work at learning centers. In the Library Corner, teacher encourages children to read a story from the picture books.

10:15 - 10:45 Prepare for Snack Time:
Review routines. Children distribute napkins, place mats, juice, snack. Snack: raisin bread.

10:45 - 11:00 Review Finger Plays Learned

11:00 - 11:30 Active Period:
Rhythms: walk, clap, jump to music. Introduce new game: Punchinello.

11:30 - 11:50 Story Time:
Read brief story. Discuss it.

11:50 Prepare for Dismissal:
Talk about the day's activities. Plan for next day.

12:00 Dismissal

Suggested Daily Schedule

fourth half day

8:40 - 9:00	**Greet Children and Parents:** Children take their name tags. They select a book.
9:00 - 9:30	**Discuss Day, Weather:** Sing their name song to a new tune: Happy Birthday. **Direct Instruction Activity:** Introduce name cards and name chart. Assist children in finding their own name cards spread out on floor and place on chart.
9:30 - 10:15	**Work Period:** Children work at various centers. Teacher discusses new table game: pegboard and pegs.
10:15 - 10:45	**Prepare for Snack Time:** Review routines. Children distribute napkins, place mats, juice and snack. Children discuss names for their snack: pineapple, peaches. Snack today: sliced fruit.
10:45 - 11:00	**Review Finger Plays Learned:** Introduce new finger play: "What Am I?"

WHAT AM I?

A face so round	(Hands form arch around face)
And eyes so bright,	(Touch eyes)
A nose that glows	(Touch nose)
My, what a sight.	(Clap hands)
A fiery mouth	(Touch mouth)
With jolly grin,	(Stretch mouth into grin)
No arms, no legs	(Shake arms, touch legs)
Just head to chin.	

11:00 - 11:30	**Active Period:** Rhythms: Move to music, walk, clap, jump. Teach children to form a circle. Review "Punchinello."
11:30 - 11:50	**Story Time:** Teacher reads a brief story to children; asks questions about the story and elicits responses from children. See sample questions below: 1. What is the name of the girl in the story? 2. What was she doing?
11:50	**Prepare for Dismissal:** Discuss one or two activities of the day. "What happened? When?"
12:00	**Dismissal**

The Full-Day Program

Sample Day

The teacher greets the children and parents. The children put their belongings in their special place and take their name tag from the classroom name tree or whatever place is designated for the name tags. They select a book or puzzle while they wait for their classmates to arrive. The children are then asked to sit around the teacher to begin the day's activities.

They have a class meeting to discuss the day, weather and special events. They may talk about a new toy, a new book, or their planned trip to become acquainted with their school building.

The children sing their "Good Morning Song" and they observe and count the name tags that are still on the name tree which indicates those children who are absent. They count the name tags to determine how many are absent.

The teacher invites the children, one by one, to work in the learning centers. While the children are working at the various centers, the teacher uses this opportunity to work with a small group of children who need help in auditory discrimination. This is a Direct Instruction Activity. Please refer to the theme: "Getting Acquainted with Each Other and School" for suggestions. The teacher then walks around and talks to the children at the various centers.

After clean up the children form a line since it is time to play outdoors. Climbing equipment, balls, ropes are used.

When the children return to the classroom, they learn a new finger play: "I Wiggle My Fingers."

I WIGGLE MY FINGERS

I wiggle my fingers,
I wiggle my toes.
I wiggle my shoulders,
I wiggle my nose.
Now all the wiggles are out of me,
And I can sit so quietly.

It is now time for lunch. The teacher discusses the menu and shows pictures of the food that will be served. The children learn to identify the foods. They all wash and dry their hands. They sing a finger play with the cluster teacher who arrived to be with them during lunch. They go to the lunchroom where the table is set and their trays of food already on the table. The cluster teacher helps the children open the milk containers. They discuss the food, where it comes from, why it is important for us to eat good food. They talk about why and how to use napkins. While the children are eating, the teacher plays a guessing game called "Who Can Guess What I'm Thinking Of?" For example: I'm thinking of something in a cup, the color is orange and it tastes very good. Who can guess what I'm thinking of?

The procedure is used for guessing children also. Children take turns giving clues. The children assume the responsibility for emptying their trays and then return to their classroom where they listen to soft music. Some lie down, others may look at books.

The classroom teacher returns and the children get ready for their trip through the school building. They discuss some of the things they plan to see. After returning from the trip they talk about their experience: their visit to the main office, the library, the lunchroom, the art room.

In anticipation of the trip the teacher prepares a set of pictures directly related to the theme. The pictures are mounted on construction paper and placed in a picture file.

Direct Instruction Activity---Learning sequence

The teacher plans a simple experience chart. The teacher elicits responses from the children to the questions: Where did we go? What did we do first? What did we see?

Teacher shows the children some of the illustrations from the picture file. The children choose the picture that illustrates what they did first, next and last. The illustrations are placed next to the sentences on the experience chart.

It is now snack time; the routines that were established for snack time are followed. Children help distribute the juice, napkins and snack. They count how many cups they need for each table, how many napkins. They sing a finger play, they discuss the food for snack.

After clean up they are asked to form a circle, and then act to rhythms: walking, clapping, etc. This is followed by story time as the children sit around the teacher. The story is read and discussed; The sequence and pictures are interpreted.

Before they are dismissed children talk about the day's activities - and which they liked the best. The teacher introduces an activity for the next day. Children's work is distributed. The teacher asks some children to bring a favorite book or toy from home to show to the other children. They put their name tags in the place designated for them.

The teacher then follows the school procedure for dismissal.

Suggested Daily Schedule #1

8:40 A.M. - 3:00 P.M.

8:40 - 9:00	Arrival, Informal Conversation: Children look at books while awaiting classmates. Class meeting to discuss the day, weather. Plan the day's activities.
9:00 - 9:15	Direct Instruction Activity: Sound Game--Auditory Discrimination.
9:15 - 10:15	Work Period: Children work at learning centers. Include the following: Blocks - Listening and Library - Writing Center - Painting - Doll/Housekeeping - Small Games/Puzzles Science - Mathematics
10:15 - 10:30	Discussion: Work at various learning centers. Story Time: Finger Play: "I Wiggle My Fingers."
10:30 - 11:00	Active Play: Indoors or Outdoors--Circle Games.
11:00 - 12:00	Prepare for Lunch: Lunch.
12:00 - 12:45	Quiet Time and Rest: Children look at books, listen to music.
12:45 - 1:30	Direct Instruction Activity: Preparation of simple experience chart. Construction of pupil-made books.
1:30 - 1:50	Snack Time
1:50 - 2:20	Music: Rhythms, Rhythm Instruments
2:20 - 2:50	Story Time/Discussion: Name of story, sequence. Evaluate day's activities. Pictures illustrating the day's activities may be placed in sequential order by the children. Plan for the following day.
2:50	Prepare for dismissal
3:00	Dismissal

Suggested Daily Schedule #2

8:40 A.M. - 3:00 P.M.

8:40 - 9:00	Completion of task from previous day and/or work with puzzles, games, books.
9:00 - 9:30	Class meeting for announcements, plans for day, Direct Instruction.
9:30 - 10:30	Work Period: In centers of interest; follow-up activities of Direct Instruction lesson.
10:30 - 10:45	Story Time/Discussion
10:45 - 11:30	Active Play Indoors or Out: Large muscle development, e.g., physical activities to prepare for handling the manipulative materials of instruction.
11:30 - 12:15	Singing songs; preparing for lunch *Lunch
12:15 - 12:45	Quiet Time And Rest: Listening to music, looking at books.
12:45 - 1:00	Direct Instruction
1:00 - 1:45	Work Period: Children working in large and/or small groups or individually utilize table games and activities for developing communication arts and mathematical skills.
1:45 - 2:00	Snack Time
2:00 - 2:30	Music: Rhythms, rhythm band, active games, e.g., movement to music, rhythm patterns, vocabulary development, concepts of counting, following directions, listening skills, spatial relationships.
2:30 - 3:00	Story Time/Discussion/Evaluation of Day's Activities

*It is recommended that Family Style lunch be served in the classroom as part of the instructional program.

The Lunch Program

The Lunch Program in the Classroom

The lunch period is a time for shared pleasures, spontaneous conversation and nutritious food.

It is preferable for young children to have lunch in the classroom at tables that they use for other activities. If more than one adult is present, then the tables should be arranged in groups, since this arrangement assures a calmer atmosphere and encourages children to converse. The adult(s) should sit with the children to supervise and foster conversation. Topics can revolve around the meal: food preparation, food origin, sensory descriptions. Also, take clues from the children's conversation. They may be interested in sports, television, families, birthdays, holidays, and trips. Involve as many children as possible in the discussion.

Children should be fully involved in lunchtime routines: washing up, cleaning and setting tables, and arranging placemats. Placemats aid children to identify names and locate their seats. An original drawing, or a photo of the individual and name tag can be laminated in clear contact. Or a sheet of washable wallpaper can be indelibly inscribed with a name.

If the children must wait, they can participate in songs, finger plays, and simple word games. Hints about menu items can be given. (e.g., today we are having something that's orange...it starts with "C"... it's a vegetable. Can you tell me what it is)?

The Kindergarteners can assist in serving the meal. Food can be served to each small group family style. Children pass the food containers and help themselves. Yes, it may be involved and messy in the beginning! In order to facilitate cleanup, blank newsprint paper can cover the tables. Placemats go over the paper. After lunch, the newsprint may be easily discarded.

Encourage the children to take a small amount of each type of food. Urge them to taste unfamiliar foods. In a relaxed social atmosphere, lunchtime can become a "party" to the children. It can be a positive and enjoyable time. They will look forward to a repetition of this happy experience.

The Lunch Program in the School Lunchroom

Although it is preferred to serve lunch for young children in the classroom, creating a more-like-home atmosphere, it is not always possible to do so.

For many children, having lunch in the school lunchroom will be a reality. Routines for lunch in the school cafeteria will have to be developed. For example, children will have to wash and dry their hands. They will have to form a line and follow the route to the school's lunchroom. There they will be assigned to a table designated for them. Because Kindergarten children are new to this experience, it is best to have their table already set with their food trays before they arrive with the teacher.

The teacher discusses the menu for the day. They talk about the origin of food, why food is necessary. Children need time to finish eating without pressure. They should not be hurried. To make lunch more pleasant, conversation regarding favorite things such as toys, television, birthdays, family members should be encouraged.

A finger play may be sung or a guessing game introduced. For example, the game "I'm thinking of"...The teacher might say, "I'm thinking of something that you are eating that is round and you can also buy it in McDonald's. Can you guess what I'm thinking of?" Children may be encouraged to give clues also.

After everyone is finished eating, the routine for emptying trays is introduced. They sing a finger play or song as they make the transition to the next activity, which is rest time. After the children return to the classroom, they may play a brief picture game in which they choose from a selection of food pictures in a pocket chart, those pictures which illustrate their lunch menu.

The teacher then may play soothing music and invite the children to lie down to rest. It is difficult for some children to rest in a strange place before trust in the new surroundings has been acquired. However, reassurance from the teacher and other children resting nearby tends to relieve anxiety. Allowing children to bring a favorite toy or blanket from home also is a help.

The Teacher's Plan Book

The teacher's plan book is a personal way to organize the learning environment efficiently. It gives the teacher a means to communicate with others, put a philosophy into practice, organize time, and think about what resources and materials that will be needed. It is important for a teacher to plan in advance, and to become familiar with content materials. This framework promotes a sense of confidence, and allows the teacher to see that there are many possibilities for expanding, integrating, and differentiating within the curriculum.

The plan book is used to guide the teacher in achieving short and long term goals. A listing of school district goals may be included for reference. Planning helps clarify the effective distribution of teaching time, and the length of time children spend on individual or group projects. Sizable periods of time each day are available for work periods. Programs are organized in blocks of time around related activities and experiences. An integrated program using themes and overlapping curriculum areas can be planned for accordingly.

Plans need to be flexible enough for the classroom teacher to use, change, modify, or adapt throughout the week as unique situations arise.

Once plans are written, the teacher is familiar with the content, knows what instructional materials are needed for the following week or month, and can see an overall pattern emerging. Research texts, booklets, reference books, maps, magazines, and other materials will need to be collected. Trips can be planned to coincide with current themes, and books relating to specific themes can be placed in the library and read to the class. Well-organized and successful teaching is dependent, to a large extent, on careful planning.

Purpose of the Plan Book

- The plan book assists all of the following personnel:
  - the classroom teacher: in using time, material and energy wisely and assessing children's progress
  - the cluster teacher: in assuming responsibility for the class during the teacher's preparation period
  - the substitute teacher: in assuming responsibility for the class when the teacher is absent
  - supervisor: in understanding the program planned for the children

Plan Book Format

- Use a large book. Many teachers find that a loose-leaf book allows for flexible planning.
- Use index tabs or gate leaves to avoid rewriting topics each week.

- Record the following in the back of the book when applicable:
  - sources of poems, stories
  - sources of songs and music
  - sources of games
  - curriculum bulletins used
  - resources in the community
  - daily schedule
  - weekly preparation periods
  - information about trips, i.e., addresses, telephone numbers
  - materials
    - realia
    - illustrative materials: pictures, photographs of the children engaged in activities, filmstrips
    - manipulatives: building toys, games, puzzles
    - art materials: paint, crayons, chalk, clay, paper, cloth, wood

Selection of Weekly Theme

Base the selection of "Current Theme or Interests" on any of the following: social studies topic, class interest, group need or experience, season or special festival, relationship to previous learning, part of an ongoing topic.

OUTLINE FOR A SUGGESTED WEEKLY PLAN

Current Theme or Interests: "Family"
(Samples of theme-related activities for the curriculum areas follow:)

A. Communication Arts:

- Speaking: Discuss how families can be similar and different; bring in pictures of family members to share and discuss. (See sample Direct Instruction Activity lesson plan.)
- Writing: Create individual books about family activities.
- Listening: Listen to poems and stories about families such as Peter's Chair (Ezra Jack Keats), and Are You My Mother? (P.D. Eastman).
- Beginning Reading: Contribute to a cooperative experience chart about similarities and differences in families.
- Dramatic Play: Plan puppet show, using puppets to represent family members; role-play family activities using masks, hats and other props.
- Fingerplays: Learn appropriate fingerplays (see section: "Fingerplays, Songs and Games"), such as "My Whole Family," "Grandma's Glasses," "These Are Mother's Knives and Forks."

B. Mathematics:

- Number Awareness: Learn own family's personal data, such as phone number and address.
- Graphing: Contribute to a cooperative graph, showing the number of people in each family.
- Shapes Around Us: Draw pictures of objects in your home that are round or square.

C. Science:

- Change and Growth: Trace and compare the hand sizes of all family members.
- Identifying Sounds: Imitate sounds heard at home, and see if others can identify them.
- Cooking/Tasting: Invite parents to visit class and prepare a favorite family food, or bring samples.

D. Art:

- Cutting and Pasting: Make collages depicting different types of families and their activities, using magazines, catalogs, etc.
- Using Paper, Paint and Crayons: Design and decorate invitations inviting family members to visit the class; create bulletin board of family portraits.
- Using Found Materials: Decorate paper plate or stick puppets.

E. Music:

- Songs: Learn songs about the family (see section: "Fingerplays, Rhythms, Songs and Games"), such as "Five People in my Family," "Mary Wore a Red Dress." Share songs that are family favorites.
- Rhythmic Movement: Play singing games to depict family activities, such as "Here We Go 'Round the Mulberry Bush."
- Rhythm Instruments: Accompany tapes and records.

F. Social Studies:

- Understanding Responsibility: Discuss how responsibilites are shared at home.
- Uniqueness of Families: Bring in pictures of families to compare and contrast. These will be placed in a file in the library center for future reference.
- Leisure Activities: Draw pictures about activities that families do together for fun.

G. Physical Education:

- Games: Play games to develop visual and auditory discrimination, listening skills and social skills such as "The Farmer in the Dell" and "Looby Loo."

H. Health and Safety:

- Routines: Discuss and share health and safety routines practiced at home.

A Direct Instruction Activity Lesson Plan

Teachers may refer to Suggested Direct Instruction Activities, included in the Themes section of this guide, for fully developed lesson plans.

The following is a plan for a small group/whole class activity to develop specific skills taken from the theme "The Family":

Aim: To develop visual discrimination by distinguishing likenesses and differences in photographs.

Motiviation:

- Ask children to bring in pictures of themselves as babies.

Materials:

baby pictures
chart paper
double-faced tape or photograph mounting corners

Procedure:

- Ask children to bring in baby photos in sealed envelops.
- Teacher mounts photos on chart.
- Teacher and class decide on suitable title for chart.
- Groups of children meet with teacher to discuss baby pictures.
- Children attempt to match pictures and classmates, and discuss growth, change, similarities.
- Individual children can relate amusing stories about what they did as children.

Follow-Up:

- Make a birthday book. Children draw how they celebrate birthdays.
- Writing individual books: "When I Was a Baby." Teacher can take dictation or children can write under their own illustrations.
- Contributions from home: Baby clothes for dolls, plastic bottles.
- Children can cut out pictures from magazines to make a chart of things babies need.

Assessment:

- Were children able to generate appropriate titles for a chart?
- Did they observe and describe changes in classmates?
- Could they relate amusing stories about themselves?
- Were they able to distinguish likenesses and differences in photographs?

Planning for Ongoing Activities

Learning Centers

- Plan appropriate learning center activities related to current themes, i.e., matching games using family photographs, or building models of houses with blocks.
- Establish routines for center time, i.e., use and storage of materials.

Outdoor Play Activities

- Plan for use of play equipment to develop motor coordination and groos motor skills, i.e., hula hoops, large balls, a balance beam, bean bags.

- Teach games such as "The Squirrel in the Tree" to develop visual and auditory discrimination, listening skills, vocabulary development, and social skills.

Trips

- Organize trips within the school or community (give date, destination, purpose of each), i.e., a trip to the park to observe families having fun together.

- Prepare trip boards for children to use in gathering information.

Assessment

- Check off the activities completed in the weekly plan.

Log (unplanned experiences)

- Enter experiences and activities that were not pre-planned, i.e., a butterfly flies into the classroom.

- Record outstanding happenings, i.e., a child losing two teeth in one day.

- Record unusual individual responses from the children.

Sample Weekly Schedule

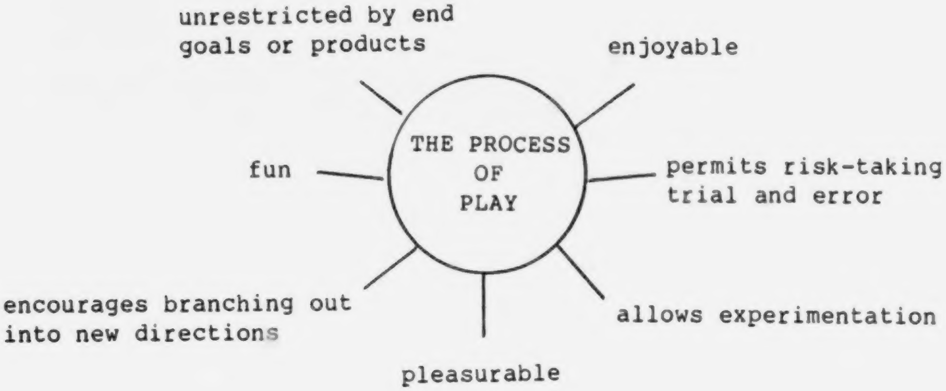
This weekly schedule is a sample of how a Kindergarten teacher might plan a typical week. Teachers and supervisors may modify the schedule in keeping with district policy, school regulations, and organization.

<table>
<tr><th></th><th>MONDAY</th><th>TUESDAY</th><th>WEDNESDAY</th><th>THURSDAY</th><th>FRIDAY</th></tr>
<tr><td>8:40-
9:15</td><td colspan="5">Meeting: Begin-the-day routines (attendance, calendar, weather). Planning the day; sharing homework assignments; discussing school events.</td></tr>
<tr><td>9:15-
10:00</td><td colspan="5">Learning Centers: Teacher may work with small groups or individual children. Children select learning centers in classroom and work on theme-related projects which integrate all curriculum areas, e.g., art, social studies, science.</td></tr>
<tr><td>10:00-
10:20</td><td colspan="4">Whole Group Instruction: Teacher-directed instruction related to the current theme. May include such activites as making a graph, creating an experience chart, or introducing new information.</td><td rowspan="2">10:00-10:45
Prep
(Music)</td></tr>
<tr><td>10:20-
10:50</td><td colspan="4">Music/Physical Education:
Songs, games, finger plays, movement, rhythms. →</td></tr>
<tr><td>10:50-
11:15</td><td colspan="5">Storytime/discussion: Book sharing, storytelling, follow-up activities, e.g., puppet show, dramatization. →</td></tr>
<tr><td>11:15-
12:05</td><td colspan="5">LUNCH</td></tr>
<tr><td>12:05-
12:30</td><td colspan="5">Rest or Quiet Time: Children look at books, listen to music. →</td></tr>
<tr><td>12:30-
1:15</td><td colspan="5">Work Period: Small-group instruction including beginning writing, beginning reading, word games, mathematics activities, science experiments, and other curriculum areas.</td></tr>
<tr><td>1:15-
1:45</td><td colspan="2">Active Play Indoor or Out:
Large muscle development, physical activities, singing games.</td><td rowspan="2">1:15-2:00
Prep
(Library)</td><td colspan="2">Active Play Indoor or Out</td></tr>
<tr><td>1:45-
2:00</td><td colspan="2">Snack Time: Routines - Children help with distribution/preparation of food.</td><td colspan="2">Snack Time →</td></tr>
<tr><td>2:00-
2:30</td><td colspan="5">Learning Centers: Children work in large and or small groups or individually and utilize materials in the learning centers for further development of skills in the different curriculum areas.</td></tr>
<tr><td>2:30-
3:00</td><td colspan="5">Meeting: Sharing work of the day such as writing, art, group projects; discussing homework, next-day reminders and planning; dismissal routines.</td></tr>
</table>

The Value of Play

What is Play?

Many people, including philosophers, psychologists, educators, artists and scientists, have tried to define play. And, while they may disagree in the specific definitions or labels for play, all would agree that it has value for human beings, and that it is natural and essential for the growth and development of the child.


unrestricted by end goals or products
enjoyable
THE PROCESS OF PLAY
fun
permits risk-taking trial and error
encourages branching out into new directions
allows experimentation
pleasurable

Play is not necessarily frivolous or lacking in seriousness. It often leads to deep concentration and involvement. It is this intensity and absorption in play that has led educators observing children to say that "play is children's work."

Play is important for children because, within its context, the risks of failure or negative consequences are lessened and children can initiate, control, direct, and make decisions with a freedom not possible in other aspects of their lives.

Play as Part of Human Growth

Play is the first active means babies use to find out about themselves and the world, and it continues throughout the early years to be a major way of interacting with materials and people. As people grow into adolescence and adulthood, play most often takes on more structured forms such as recreational activities, games, and sports with rules. For some people, the play mode remains a way of approaching work and art, and of infusing even the most mundane tasks with elements of fun and creativity.

KINDS OF PLAY

Representational play

Representational play includes the spontaneous pretending, make-believe or "dramatic play" characteristic of early childhood. It is an early form of symbolism, where objects and actions are imbued with meaning and can represent another object or idea. Thus, a wooden block can become a car or an airplane, a microphone or a radio, or perhaps a sandwich or an ice cream bar. This kind of play has been found to be important to the development of later understandings necessary for symbolic work with reading, writing, and mathematics.

In dramatic play, children use their own idiosyncratic ways to create imaginary microcosmic worlds. Pretend play enables them to try out a variety of roles and activities in an attempt to understand the complexities of the real world around them. The child can be either the participant as in house play, superhero play, or play with large blocks) or the narrator/director (when using small figures, vehicles, or unit blocks). In either case, the young child moves from solitary to parallel play, and, by Kindergarten, to complex socially interactive play, built on shared imagery. In this type of play, children discover mutual interests and develop the interpersonal skills which lead to the "give and take" of real friendship.

Exploratory and Experimental Play

Exploratory play is important because it is open-ended and leads to divergent thinking. Free from the need for closure, exploratory play leads to creativity and innovation. Sometimes called "messing-about play," it is recommended as the first stage in approaching activities such as art, science, and mathematics. Exploratory play often leads to more goal-oriented experimental play, which involves following up on an idea with the purpose of finding out "what will happen if...?"

Active Play

Active play, involving use of the large muscles, is basic to the development of the young of many species, including humans. Observe the joy and exhilaration of young children at play, running, jumping, leaping and cavorting like colts; rolling, tumbling, and tussling like puppies; scampering, shinnying, and swinging like chimpanzees.

Through movement, children discover what their bodies can do, develop and test strength and agility, attempt increasingly difficult skills and feats. To young children, their bodies are themselves. The drive towards physical mastery is innate and often irrepressible. In early years, mastery is sought as an end in itself. Later, at about the age of four, physical mastery often becomes the basis for developing peer relationships. Competence builds confidence, and confidence gained from active play spills over into other areas of development--and even into learning!

- Manipulative Play

Manipulative play encompasses all kinds of play involving the manipulation of objects with the hands. It often refers to play with materials such as construction sets, puzzles, or pegs, sometimes called "manipulatives." It also should include work with a variety of art media such as clay and dough, collage activities and art constructions.

Young children frequently appear to be led by their hands. Their fingers seem to be "itching" to touch and to move. Their hands and fingers are in constant motion, grasping, twisting and turning, poking and fitting, building, shaping, molding, designing. Through their hands, children explore, experiment and discover. They learn about materials and substances, and how they react. They match, sort, group, measure, weigh and balance. They develop small muscle dexterity and eye-hand coordination. And they develop cognitive and problem-solving skills through trial-and-error and experimentation.

- Superhero Play

Superhero play is a common event in the lives of children. Although teachers and some parents are not so enthusiastic about this type of activity, there is little doubt that children find the roles of superheroes exhilarating.

Children find these roles so attractive to imitate because they can dominate a villain or a situation with no real risk to themselves.

There are several benefits for children who engage in superhero play. This type of play:

- gives children access to power and prestige unavailable to them in daily experiences.
- builds self-confidence at a time when they are struggling with real life.
- allows children to take on the attitudes of those they fear, enabling them to master the fear.
- enables children to have clear, precise models for imitation, given the fact that superheroes are all good and antiheroes are all bad.
- improves language skills, problem solving and cooperation, typical of other dramatic play experiences.
- builds shared social relationship with peers, establishing, following and changing the rules they set up in a particular episode.
- enhances sensory-motor skills, divergent thinking and creativity when children pretend with one another.

To make superhero play a constructive experience, teachers and parents can give children support by using the following suggestions:

- Help children recognize the humane characteristics of the superheroes they admire by:
  - pointing out to children at opportune times the qualities of kindness, helpfulness and generosity which are also part of the heroic personality.
  - discussing ways in which they can be kind and sensitive to the needs of others.

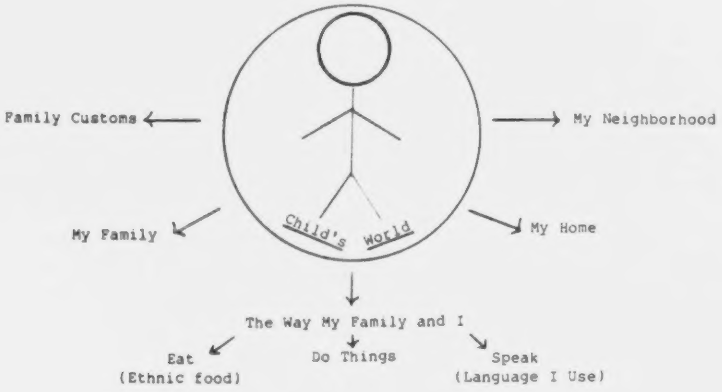
- praising children when they exhibit such behaviors, and draw parallels between their acts and those of the heros they admire.

- Discuss real heroes and heroines with children by:
  - introducing children to such people as Martin Luther King, Roberto Clemente, Helen Keller.
  - pointing out the attributes of the heroes.
  - talking about ways in which all people can be superheroes.

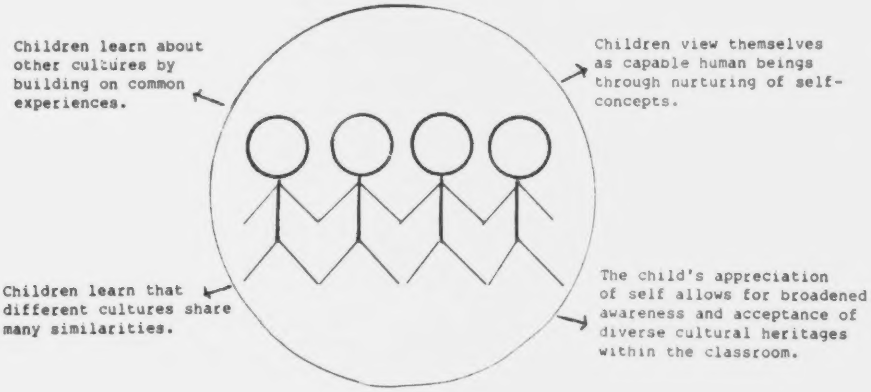
The Multicultural/Nonsexist Classroom

The multicultural Kindergarten presents children with a broadened view of "their world." This approach enhances each child's feeling of self worth based on the collective experiences of the entire class. It also provides many opportunities for children to share and appreciate the richness of their own culture as well as that of their peers. As children work and play they learn to respect and accept each other.

Children start school with a variety of experiences, habits, attitudes and values acquired from the early years at home. Each child feels like the center of the entire universe!


Family Customs
My Neighborhood
My Family
Child's World
My Home
The Way My Family and I
Eat
(Ethnic food)
Do Things
Speak
(Language I Use)

The teacher's role develops and expands the five-year-old's personalized concept of the universe, using a multicultural perspective. This approach is equally important when the class population is monocultural.


Children learn about other cultures by building on common experiences.
Children view themselves as capable human beings through nurturing of self-concepts.
Children learn that different cultures share many similarities.
The child's appreciation of self allows for broadened awareness and acceptance of diverse cultural heritages within the classroom.

A multicultural perspective helps children to:

- develop a positive self-image and cultural identity.
- respect the values and cultures of themselves and others.
- appreciate differences and similarities of diverse cultural groups in a positive way.
- work harmoniously in a multicultural, multiracial and multilinguistic society.

METHODS OF COMMUNICATION AND INVOLVEMENT

Class learning experiences cannot be isolated from the child's home and community environment. Self awareness and acceptance of diverse cultures should expand into all areas of the child's daily life. Parents need to understand the importance of multicultural focus. Communication and involvement are the keys to creating stronger links between school and home throughout the school year.

HOW?	WHY?
. Orientation Meetings . Parent Workshops . Parent Teas . U.N. Day . Multicultural Luncheons . Ethnic Holiday Celebrations within class . Class Interviews . Informal conversations in family room . Volunteering in the classroom . Sharing family customs, special costumes . Sharing cultural arts and artifacts . Accompanying the class on trips	. Highlight values of multicultural perspective. . Gain information about specific children, and cultural home environment. . Identify skills, expertise of parents. . Identify parent career role models/community helpers. . Enhance each child's self image, social skills. . Reinforce the development of positive attitudes and values. . Broaden experiences of children and adults, by enhancing their view of life in a multicultural world.

The Teacher as Role Model

Many children see their teacher as a reflection of themselves. Their behavior in class often imitates adult role models around them. Before preparing to create a multicultural learning environment, the teacher might wish to consider the following questions:

- What positive qualities do I possess?
- What stereotypes have I noticed being accepted in everyday life?
- What can I learn about each child's culture through my observation?
- What are the cultural resources in the school/community?
- What makes me proud of my own culture?
- What evidence of multicultural and multiracial education can be found in library books, supplies and materials within my classroom?
- Is my classroom flexible enough to allow for different learning styles?
- How can I use parent resources to complement the focus on multicultural education?
- How do I feel about my own heritage?
- Do I observe and assess students objectively, without cultural bias?
- Do I allow children the opportunity to engage freely in work and play experiences, and to solve problems when they arise?

THE INTEGRATION OF A MULTICULTURAL PERSPECTIVE INTO ALL AREAS OF THE LEARNING ENVIRONMENT

Housekeeping

Dolls represent different cultural groups and sexes in features and dress.

A variety of garments worn by diverse cultures are available (kimonos, embroidered shirts, dashikis).

Some products used have bilingual labels.

arroz	leche
-----	-----
rice	milk

Pottery, weaving, baskets or native art work from a particular culture are displayed.

Photographs of men and women in a variety of nurturing roles are displayed.

After a trip to a cultural resource in community, area can be rearranged: (e.g., after a trip to La Marqueta, use food and food boxes; after a trip to Chinatown, display Chinese newspapers/woks/chopsticks.

Language Arts

Nursery rhymes and fingerplays can be taught in different languages.

Folktales and poems reflect different cultures.

Filmstrips, slides and photographs are free of cultural, racial and sexual bias.

All opportunities are used to motivate/stimulate oral expression in developing children's thoughts, feelings, creative ideas about themselves and others.

Library/Listening Center

Books are reflective of different cultural groups (e.g., I'm Glad I'm Me by Elberta Stone, All Kinds of Families by Norma Simon, Santiago by Pura Belpre).

Bilingual books are included in collection (e.g., I Am Here - Yo Estoy Aqui by Rose Blue).

Materials reflect current lifestyles of people from different cultures.

Pictures and photographs used in books and posters are free of cultural, racial and sexual bias.

Math/Science

Cooking

- Snacks and cooking experiences featuring nutritious ethnic recipes (e.g., tortillas, matzohs, egg rolls).
- Cookbook of various ethnic snacks and recipes made in class.
- Graphs of class preference of snacks.

Blocks

- Pictures and photographs are displayed of homes and buildings in the community.
- Block people accessories are multiracial and non-stereotypical in race and sex roles. (e.g., black male medical person, Asian female construction worker).

Music

Children make simple rhythm instruments used by different cultural groups (e.g., maracas, sitar, African talking drum).

Simple folk dances are taught.

Movement is done through use of ethnic records (e.g., Ella Jenkins).

Songs from different cultures are taught (e.g., Frere Jacque - French, La Linda Manita - Spanish.

Records and cassettes reflect different cultures (Folkway Records).

Art

Children are given opportunities to engage in ethnic crafts. (e.g., pottery, beadwork, mask making).

Realia from different cultures are displayed in the appropriate learning centers (e.g., maracas in music center; basketry in art or housekeeping center).

Pictures displayed around room include self portraits, and males and females of different cultural groups depicted in non-traditional jobs.

AVOIDING SEXISM

The Kindergarten program provides nonsexist experiences to help five-year-olds develop a positive self-image and realize their full potential. It is important that the staff:

- use teaching materials and books which depict both males and females in nurturing roles.
- encourage children to choose from a variety of occupational roles and props as they work/play.
- provide time for both boys and girls to engage in active and quiet play.
- create nonsexist interest areas with equal activities for boys and girls.
- avoid sexism in assigning tasks. ("Girls don't drive trains.")
- avoid sexist language and phrases. ("Mary is a tomboy." "Boys are not nurses." "Tamika, that is not ladylike behavior.")
- allow boys and girls to participate in all physical activities they enjoy in order to become strong and physically fit.
- encourage respect and friendship between girls and boys.
- place nonsexist games, puzzles, toys, and manipulatives on the shelves in the classroom.
- allow both boys and girls to exhibit a full range of emotions. Avoid language that inhibits emotional expression. ("Boys don't cry." "Marcos is acting like a sissy.")
- arrange trips that will expose children to career role models engaged in non-traditional jobs.

The following examples show how sexist language can be avoided by using these titles:

police officer
mail carrier
firefighter
flight attendant
sanitation worker

Questions to Ask Yourself When Examining Learning Materials for Evidence of Stereotypes

PORTRAYAL OF RACIAL/ETHNIC/CULTURAL GROUPS

1. Do the materials contain negative messages about a particular group?

2. Are illustrations of the physical characterisitics of characters in the materials unreal or unnatural (for example, Asians portrayed as yellow, Blacks having "white" facial features, Native Americans having red skin)?

3. In books is there evidence of condescension in the treatment of a minority group character?

4. Are the lifestyles of minority group members depicted as inferior to the lifestyle of the majority group?

5. Are there particular words used to describe minority groups which present negative images?

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PORTRAYAL OF WOMEN

1. Are women always portrayed in traditional sex roles (for example, teacher, nurse, secretary, housewife)?

2. In books, do women always have passive roles and men have active roles?

3. Are high-status occupations (such as being a doctor or holding a decision-making position) associated only with men in the story?

4. Are women depicted as defenseless and/or dependent?

5. Is the success of a woman based on her good looks and physical attributes or on her initiative and intelligence?

Adapted from: Leslie R. Williams and Yvonne De Gaetano, with the ALERTA staff, ALERTA, A Multicultural, Bilingual Approach to Teaching Young Children: Level 2 (Menlo Park, CA: Addison-Wesley Publishing Company, Inc., 1985), p. 257. Permission pending.

English As a Second Language (ESL)

Teaching English as a second language requires special training not only in methods of second language teaching, but also in the use of materials appropriate to the target age group. Just as everyone who reads and teaches is not a reading teacher, everyone who speaks English and teaches is not an ESL teacher. Since a large percentage of the children in the New York City public schools come from backgrounds where a language other than standard American English is spoken, it is wise for every teacher to be familiar with the cognitive and affective needs of second language learners.

A substantive and compelling body of research indicates that a second language is learned not so much by instruction in the rules of language, but by using the new language in meaningful contexts. Effective instruction in ESL actively engages the learner in the lessons being presented with language that is both comprehensible and purposeful. Like their English-speaking classmates, children of limited English proficiency (LEP)* must be involved with materials and ideas which are appropriate for their age and stage of development. Instruction for LEP Kindergarten children can, with certain modifications, make use of many of the themes and materials developed in this manual for the monolingual child, but should also include the following understandings:

- Children always understand more language than they can produce and should be given opportunities to demonstrate their comprehension nonverbally.
- Speech emerges and is preceded by a "silent period" which should be respected.
- Single-word utterances and short phrases are natural and acceptable language. Children will use more extensive language as they become increasingly able to express their wants, needs, opinions, and feelings.
- Language learning should simultaneously foster the child's conceptual development as well as provide a vehicle for communication.
- The situations and settings for language use in the classroom should be as real and comprehensible as possible. The teacher should incorporate experiences and activities that are culturally relevant to the children.
- It is a very sensible and practical measure to assign a classmate as a "buddy" for any LEP child who needs assistance in following the day-to-day routines.

Sufficient time must be provided for activities which integrate the four language skills: listening with understanding, speaking, reading and writing. In the initial stages of second language learning, primary emphasis is on receptive skills (listening and reading) and following oral directions. In this context, reading aloud and telling stories to children, particularly from "predictable big books" and wordless picture books, are effective ESL strategies that promote language learning and literacy within a holistic frame.

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* In New York City, a child who scores at or below the 20th percentile on the English Language Assessment Battery is considered Limited English Proficient (LEP).

Reading to children provides them with the opportunity to listen to vocabulary in a meaningful context and allows them to begin to internalize the rhythm, stress and intonation of the language. The stories they hear will form a reservoir of scripts that enable LEP children to retell those stories and use the language with their teacher and classmates in natural settings. Concomitantly, reading aloud to children provides the scaffolding for cognitive growth and language proficiency within the positive and supportive environment that is imperative for successful second language learning.

In addition, storytelling develops language and cognition through exposure to a rich variety of literary traditions. Folktales, fables, myths and poetry of various countries form a wealth of cultural resources that children can share and enjoy. Stories that are familiar to the children in their native language are an excellent springboard for language development in English as the known content lightens the cognitive load. The teacher must be aware of the fact that many stories are written for native speakers of English and, therefore, may contain language structures too complex and difficult for beginning learners of English. Care must be taken to present versions of the stories that have structural and lexical control--that is, they should have vocabulary that is useful, and supported by the illustrations or appropriate realia, and the grammatical structures used to tell the story should have limited variation.

After sharing a story, children can be asked to:

- name characters and objects
- complete the teacher's sentences
- ask and answer questions
- describe and compare characters
- retell the story
- dramatize it with puppets
- put pictures in sequence
- sing songs and recite poems on related topics

This literature might suitably be enriched and extended through a wide variety of activities and experiences in music, movement, dance and/or drama. Simultaneously, it establishes a timely base for questions designed to encourage critical thinking. A suggested scheme might include the following:

OBJECTIVES	IMPLEMENTATION ACTIVITIES	TEACHER QUESTIONS
Building Vocabulary	pointing; selecting correct picture; naming	Show me the ______________ Who is this? What's this?
Selecting Details	selecting correct picture; describing	Is this a ______________? Is this a ______ or _____? Who (action)? What does (name) have? What do (names) do? Whose ___________ is this?

OBJECTIVES	IMPLEMENTATION ACTIVITIES	TEACHER QUESTIONS
Finding the Main Idea	providing a title	What's the name of the story?
Establishing Sequence	putting picture cards in order	What happens first? next? last? (before/after)
Drawing Inferences/ Predicting Outcomes	answering questions	Why did (names) (action)? How did (names) (action)? Do you think they wanted to (action)? What do you think happens to (names) after they (action)?
Critical Thinking/ Making Judgments	removing pictures or details that do not belong; classifying pictures	What doesn't belong? Do you think it was a good idea for (name) to (action)?

Another successful approach to second language learning has been developed by James Asher, a California psychologist.[1] Total Physical Response (TPR) capitalizes on many of the same strategies that children use in gaining fluency in their first language. By listening and responding to verbal instructions on a wide assortment of topics (e.g., making a fruit salad, sharpening a pencil, drawing a picture), children are able to integrate both "muscle learning" and language learning. Helping youngsters combine movement and language through the activation of the kinesthetic-sensory system increases their long-term recall of the language and enhances the believability quotient. By providing an interactive model of language learning, TPR encourages the conviction that young children learn best in an environment of reduced fear and anxiety where language is heard and used for real reasons and real needs. Since TPR parallels native language acquisition, the procedure may seem intuitive. The following brief outline may be helpful.

Basic Total Physical Response Procedure

1. Demonstration: children listen and observe while the teacher gives the language and models the behavior.

2. Children listen and respond to the teacher's language by imitating the teacher's behavior.

3. As children gain confidence in their understanding of the language, the teacher gradually withdraws the support of modeled behavior. Children may respond as a group or as individuals.

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[1] James J. Asher, Learning Another Language Through Actions: The Complete Teacher's Guide (San Jose, CA: Sky Oaks Productions, 1979).

4. The teacher recombines old and new language and models the appropriate behavior. Children begin to participate and demonstrate their understanding as above.

5. When children are ready, they will indicate that they can reverse roles with the teacher, other children, and the whole group.

Children should be encouraged to use English in activities that engage their interest and imagination. To this end, finger painting, clay modeling, paper construction, cooking, and music are valuable and appropriate experiences for the second language learner. These and other primary experiences will encourage children to share their insights and their joys. Their discoveries should be extended through various art activities or written as parts of a language experience chart that can be read and illustrated. In this manner, children progressively come to the understanding that language is a communicative tool they can use for their own purposes and intentions. The emphasis here, as in all effective ESL instruction, is on fostering communicative competence.

Music activities will rapidly involve all children in language learning including the shiest or least proficient in English, because they give children a sense of belonging to the new language group. Commercial materials specifically designed for the ESL child are unique in that they are linguistically controlled, and they tend to employ the rhythm and stress patterns of natural speech. Songs, rhymes, and chants will add a lively dimension to language learning.

The material for LEP children included in this manual has been developed to enable the child to participate in classroom activities as fully as possible. The LANGUAGE EMPHASIS FOR THE ESL STUDENT included in each theme contains selected receptive and productive language designed to increase understanding. The ESL EXTENDED LESSONS are complete lesson plans which supplement instruction and are linguistically controlled.

While no one specific philosophy or methodology is endorsed in the manual, there should be an understanding that language learning is a very complex and arduous task for anyone. It is no less so for any five-year-old child in New York City. Children need extensive opportunities to listen to and experiment with the sounds and structures of English in a secure setting. They need a diverse range of models using the language in various contexts in order for their utterances to become habitual and automatic. Finally, adapting to a new culture needs the generous and sensitive understanding of a teacher committed to helping all children learn and grow in a fashion consonant with their abilities and interests. No child deserves less; no teacher can give more.

Additional resources and curriculum guides are available from the Office of Bilingual Education, New York City Board of Education, including A Guide to TPR: Using Total Physical Response in the ESL Classroom, Annotated Bibliography of ESL Materials for Kindergarten, and Learning in a Multicultural World: Kindergarten. This thematic teacher's resource guide incorporates suggestions for experiences and activities that build language and cognition. It is available as an ESL manual, as well as in Spanish, Chinese, Haitian Creole, and Korean editions. It is part of an early childhood series that includes manuals for first and second grade as well. This series is the core curriculum for bilingual early childhood programs in New York City as part of compliance with the mandates of the Aspira Consent Decree and LAU Plan. English as a second language is an integral part of every bilingual education program. Where bilingual education programs cannot be organized because of insufficient numbers of children of the same language and grade, a structured ESL program must be provided, at a minimum.

as cuatro etapas de la marip

Preventing Child Abuse

All children need healthy, loving relationships. They need to be able to trust adults and depend upon them for their physical and emotional needs. Children also need to develop positive feelings about themselves and their bodies. This does not always happen. The mistreatment of children has become an important concern for those who teach and nurture the young.

The Kindergarten teacher has many opportunities to observe children in the classroom and note any signs of physical and emotional abuse or neglect. When prompt and appropriate action is taken by the school, the potential for continued harm to the child may be curtailed.

The following are some indicators of child abuse and neglect:

. unexplained bruises, welts, burns or fractures
. lacerations or abrasions occurring over a long period of time
. persistent hunger
. poor hygiene
. inappropriate clothing
. nodding, or falling asleep
. rocking back and forth
. difficulty in sitting or walking
. consistent lateness in arriving at school
. radical changes in behavior
. avoidance of adults
. refusal to use the toilet
. inappropriate sexual awareness or knowledge
. cowering or ducking when an adult raises a hand

If signs of possible abuse are observed, the Kindergarten teacher should encourage the child to discuss these concerns privately. The teacher should listen carefully and speak in a positive, nonthreatening manner. It is important to help the child understand that it is not the child, but the abusive adult, who is at fault. When the teacher has sufficient information to feel certain that abuse has occurred, the reporting procedures established in the school should be followed.

Lessons can be planned to teach children protective behaviors and appreciation of their growing bodies. The teacher should always approach the topic of abuse with sensitivity and concern.

At appropriate times, the teacher may talk to individuals or small groups of children to develop understandings about good and bad feelings related to touching.

- What do you like to do with your body? (run, jump, dance, walk)
- Do you like to hold hands with some people?
- Do you like to hug some people?
- Do you like some people to hug you?
- Do you like to sit on some people's laps?
- How does it feel? (warm, good, close, happy)

The discussion can be continued now or at another time.

- What are some other times when touching feels good?
- Are there times when touching does not feel good? (hitting, biting, punching, pulling hair, spanking)
- Is touching good if someone hugs you when you don't want to be hugged?
- How does it make you feel? (uncomfortable, angry, scared)
- What can you do about it? (Say, "Don't hug me. I don't want you to.")
- What if you tell someone not to touch you and the person does it anyway? What can you do? (Tell someone who will help you.)
- What if someone holds you too tight? (Say, "I don't like it!")

At other times, the teacher might talk with individual or small groups of children about strangers.

- Who are strangers?
- What do you know about strangers?
- Where could you see a stranger?
- What has your family told you about strangers?

As children respond to the questions, rules can be developed:

- Stay with the person taking care of you.
- Never go places alone.
- Never talk to people you do not know well.
- Never go anywhere with a stranger.
- Never take candy, toys, or money from strangers.
- Never take anything from a stranger.

These rules might be shared with parents at group meetings.

At meeting time, the teacher might show a picture of a child who looks sad and alone.

- Where is this child?
- Who is taking care of this child?
- What should the child do?

The teacher and children can develop understandings about being lost. They might talk about what to do and how to find people who can help a lost child.

- Whom do you ask for help if:
  - you get lost at the swimming pool or beach? (lifeguard)
  - you get lost in a store or restaurant? (a person who works there)
  - you get lost on the sidewalk? (a police officer or a store worker)

The teacher should take cues from the children and plan additional discussions to help youngsters develop understandings about themselves and the adults in their lives.

During interest area times, the teacher helps a few children respond to make-believe situations:

- What happens when:
  - your friend gives you a hug goodbye? ("I smile; like the feeling; hug back.")
  - your brother pulls your hair? ("I say: don't pull my hair. I don't like it!")
  - your friend takes your hand? ("I hold my friend's hand.")

Sharing Concern

The subject of child neglect and abuse might be presented to parents informally during individual conferences or group meetings. Experts can be invited to school to discuss discipline, child care and health needs. Appropriate booklets and related materials may be distributed to parents and caregivers.

Tradebooks might be recommended for parents to read at home in order to help their children follow practices that will keep them safe and healthy.

Children cannot be held responsible for their own self-protection. They are vulnerable to abusive adults. Teachers must help children help themselves to the extent to which they are able. Research shows that saying "No" is often sufficient to prevent abuse.

Making children aware of common dangers, helping them to be cautious and involving parents in protecting their youngsters are important tasks of the Kindergarten teacher.

Management Routines

Rationale

"Management Routines" refers to all of the practices the teacher develops with the children which sustain order in the children's movements within and outside the classroom and maintain the organization, order and availabilty of the equipment and materials.

For example, if a teacher tells five-year olds on the first day: "Please get on line to go to gym," the expectation may be that the children will walk quietly and directly to the line-up space, match themselves with a partner, and watch the teacher for a signal to move. In fact, something quite different will happen. Many five-year olds have never formed a line. In fact, some five-year olds have never been told how to move themselves. They are used to matching their movements to the movements of others and to being focused on where they are going, rather than on how to get there.

No matter how small the classroom and the number of people in there, routines can be devised and developed which will insure the children's safety, preserve the equipment and materials, and provide a pleasant atmosphere. Teachers will naturally employ different management styles, but the teaching and learning process for establishing and implementing the routines is the same.

Clear, well thought-out routines are stressed, since five-year olds become very excited during gathering-together times (meetings, forming lines) and during transition periods. Transition periods are especially challenging because some activities do not end all at once. Clean-up time, completing an assignment, etc., require very clear routines so the children always know what is expected of them.

The teacher is well-advised to rehearse explanations of routines and break them down into step-by-step behaviors before communicating with the children. September Kindergartners may be able to follow only one direction at a time. Children are not confused by directions that are easy for them, and the observant teacher will increase the complexity of instructions as the children grow more competent.

Transitional Periods

Those periods of time during which children are finishing or leaving one activity and moving toward another are known as transitional periods. As mentioned elsewhere, the transitional periods can be very difficult for young children. They may feel disrupted because the previous period ended before they were ready to stop, or they may feel apprehension about something that will happen later in the day.

Teachers find that children move into the next activity more readily when a little time has been spent in the transition period on finger plays, little songs, rhymes, or verses. The light-hearted nature of these exercises serves the serious purpose of assisting the children to shift the focus of their attention and become more receptive to directions for the next activity.

In general, the most important transitions occur between:

- entering the classroom in line formation and beginning an activity.
- initiating a whole group activity in which each child needs supplies, and starting the activity.
- work period and clean-up time.
- ending an activity and forming the line, especially if lunches or clothes are required.
- the final work of the day and getting ready to go home.

Teachers have many different styles for managing the transitional periods, and the teacher new to Kindergarten is urged to experiment in search of effective methods.

One teacher plays a familiar melody on the piano and the children stop what they are doing to sing the song together. As the song ends, a natural listening time emerges in which the teacher can verbally guide the children into the next activity in the schedule.

Another teacher puts out the light and shows a sign picturing a child making the "shhh" sound with finger on mouth, underneath which is printed "quiet." When all of the children have quieted, the teacher shows a picture representing a group of clean-up jobs and the children in charge of those jobs begin working.

Yet another teacher will start a finger play with the children in one center, move with them to another center, engage the children there, and so on until the entire group is participating. The teacher completes the exercise with the children and has their attention for what comes next.

The Routines

The following descriptions of management routines cover many of the situations that will occur every day in the Kindergarten. The routines are best taught slowly, one at a time, step by step. Over time, the five-year olds will internalize the behaviors, and the teacher's occasional reminders will serve to sustain routine behaviors. A rich repertoire of finger plays and appropriate songs, as described in the following section, will enhance the routines and prevent these daily experiences from seeming drearily monotonous.

It must be stated that Kindergartners adapt to the particular teacher leading the routine. With the regular teacher all will go smoothly. The children may react unpredictably when a substitute teacher comes in.

Two adults in the classroom are advised to establish which routines are to be led by which teacher and to adhere to this procedure.

Group Meetings

There are several ways to gather the children for meetings, direct instruction, story, and sharing times. Early in the year the circle form is most effective, because it prevents the distraction the child feels when sitting in back and in front of other children.

The teacher will have to actively support the forming of the circle or sitting in the meeting area. At first the teacher will name one child at a time and indicate where the child is to sit. Observing the children enacting a routine will continually guide the teacher in the simplicity or complexity of the directions.

Sample Dialogue

- "Jose, please sit here. Thank you, Jose."
- "Jasha, please sit beside Jose. Fine! Thank you, Jasha."
- "Tanya, will you sit here beside Jasha? That is fine! Thank you, Tanya."

Each child may not require such precise directions, but the teacher is advised, in the beginning, to be as explicit as necessary for each Kindergartner to successfully participate.

Once the children know how to form a circle, a little verse, said or sung, such as the following, will make this routine pleasant to accomplish:

HANDS (To precede circle activity)

Join hands in a circle
And hold on tight;
Now squeeze your hands
With all your might.
Put your hands in the circle,
Bring your hands back out,
Let go of hands
And turn yourself about.
Put your hands on your head;
Now hands on your knees,
Hands on your mouth
In case you're going to sneeze.
Hold hands again
And go for a walk;
Close your mouth up tight,
So you won't have to talk.
Put your hands on your ankles;
Now again on your knees.
Now sit yourself down
As lovely as you please.

Forming a Line

Most schools require each class to move through the halls in a double line; however, it is difficult for five-year olds to maintain a double-line formation. The instructions the teacher gives the children at the very beginning are crucial, as is the teacher's continuing and patient support. Remember that some children will not yet have mastered the concepts: in front of, beside, in back of.

Establishing partners, or couples, and giving each pair a number for their position on line (reinforced with a partner's chart) diminishes some of the five-year old's confusion and anxiety. However, absences will disrupt this system and the teacher will need alternative plans.

Sample Dialogue: "Selina, please walk to this space. Good! Now face me and stay right there. Thank you, Selina."

"Jamal, please walk to this space beside Selina." (Teacher shows Jamal what 'beside' means by helping him into the space and position, if necessary.) "Thank you, Jamal."

"Sam, please walk here and stand in back of Selina." (Helps Sam, if uncertainty is observed.) "Thank you, Sam."

Continue until everyone is in place.

The teacher must move this line very slowly at first as five-year-olds may run, stop, turn around, or wander off. Little songs, sung softly, will help the children to maintain their places on the line. (See Finger Plays)

It may be a number of days, even weeks, before this methodical beginning will result in a rewarding sense of certainty for the children and for the teacher throughout the school year.

Fire Drills

Fire drills are an essential and frequent occurrence in school life. Good routines are the only way to minimize the disruptive aspects of fire drills. Teachers communicate their genuine concern for the children's safety when they establish effective fire drill routines and, in a calm manner, assist the children to implement the routines.

The children will learn to distinguish between two-bell fire drills and three-bell fire drills. A light switch reminder will enable them to get their coats, if a two-bell drill, or to go directly to their place on line, if a three-bell drill.

It is imperative to get this group of twenty-five Kindergartners out of the classroom, down the stairs, and out of the school building quickly, yet safely. The pace must be brisk, yet one that each pair of little legs and feet can manage without tripping and stumbling.

The teacher's serious and confident demeanor will help the children to form appropriate attitudes and behaviors during these crucial routines.

Bathroom

There are several different ways to manage bathroom routines, depending on the school facilities.

Initially, all children will need to be shown how the faucets work and where the soap, towels, and wastebasket remain, so that handwashing is both emphasized and simplified.

When the bathroom is connected to the Kindergarten, the only formality would be to teach each child to leave the door open when coming out so others will know when the bathroom is available.

In the beginning of the school year, if the bathrooms are at a distance from the Kindergarten room, the teacher will take the class in line formation, particularly before and after lunch. The children will gradually learn to accompany each other in pairs to and from the bathroom, asking permission before and telling the teacher when they have returned.

The observant teacher will notice the growing independence of the Kindergartners in caring for their personal needs. Eventually, the children develop sufficient confidence to go to the bathroom when necessary, and a whole-class bathroom routine becomes obsolete.

There are two viewpoints about clean-up time. Some teachers feel that children should be trained to clean up the area in which they have worked, rather than to clean materials and areas left messy by other children. This system results in some children having to perform multiple clean-up tasks by the end of the day.

The other viewpoint considers the classroom as the responsibility of those assigned to specific tasks. Cleaning an area is the job of the person indicated on the job chart. Children clean areas in which they may or may not have worked. Another advantage of using the job chart is that this method brings the children to materials and into areas which, for one reason or another, they may have been avoiding.

In general, children are encouraged throughout the day to take care of the materials and the space they are using.

It is recommended that the teacher use any method for clean-up time with which the teacher is in philosophical agreement, but it is stressed that a well-formulated system be established by the teacher and communicated with great clarity to the Kindergartners from the very beginning of the school year.

A sample job chart follows for teachers who wish to employ this system. The teacher will examine each task required to maintain classroom order and break it down into parts that are manageable for each child. The aims are to have a job for each child (with perhaps a week off) and to accomplish clean-up time in a reasonable length of time. The time is influenced by the difficulty of the tasks, which may vary from day to day, and by the ability of the children to complete the tasks effectively, slowly, or quickly.

It is a good idea to change the job chart every week. The simplest method is to drop each card down one job. Over the course of the school year, everyone will get at least one turn at each job.

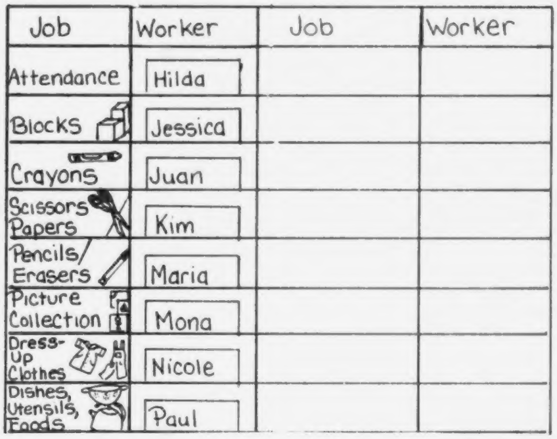
Remember to make provisions for the responsibilities of the children who are absent.

Following is a list of possible job descriptions; the jobs may vary according to the use of each area day by day.

Some Suggested Jobs for the Job Chart
(Jobs may be listed alphabetically or by area)

- Attendance Chart
- Blocks (2-4 children)
- Block Accessories
- Crayons
- Dishes, Utensils
- Dolls (clean, dressed)
- Dress-up Clothes
- Dustpan
- Games
- Glue Containers
- Library Center (2 children)
- Listening Center
- Magic Markers
- Manipulatives
- Papers
- Pencils/Erasers
- Pens
- Picture Collection, Magazines
- Puzzles
- Science Center
- Scissor
- Sink
- Sweep

Our Jobs Chart



Job	Worker	Job	Worker
Attendance	Hilda		
Blocks	Jessica		
Crayons	Juan		
Scissors Papers	Kim		
Pencils/ Erasers	Maria		
Picture Collection	Mona		
Dress-Up Clothes	Nicole		
Dishes, Utensils, Foods	Paul		

An illustration representing the job on the card, with the word, is very helpful to beginning readers.

The pocket chart format can be used. The essential feature, whatever format is chosen, is that the children's name cards (or the job name cards) be readily moved each week.

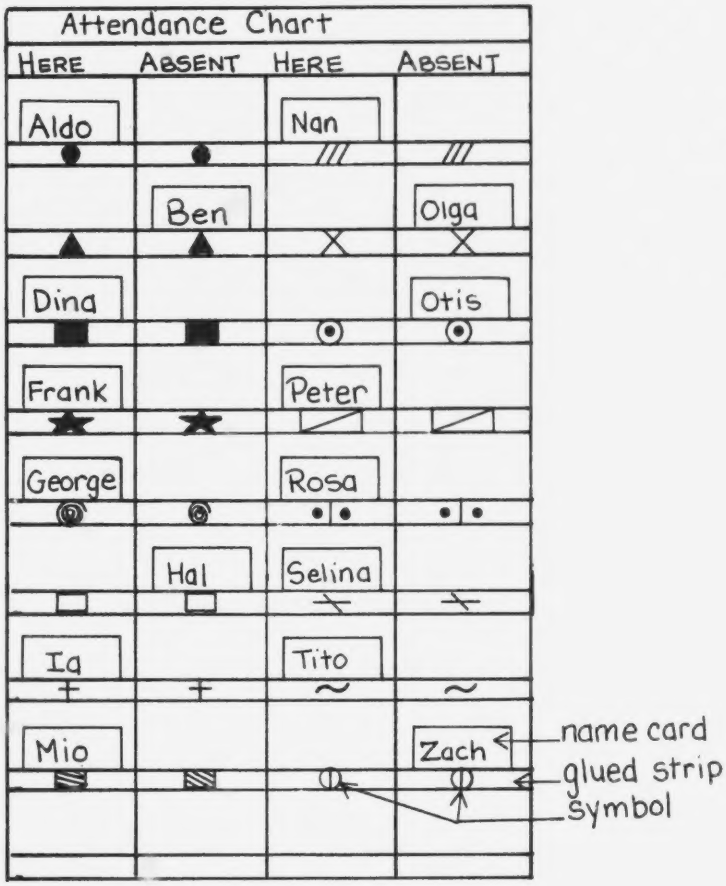
The teacher is reminded that the children need something to do when they have completed their job, especially in a one-teacher classroom. This activity must be one the children can and will do in one area, with very little supervision. Some experienced teachers use this period of time to encourage children to look at books in the library corner. Or, where clipboards are provided, children can work at a paper and pencil activity while waiting for everyone to complete clean-up jobs.

Attendance

The Attendance Chart is a useful way for the attendance to be recorded by the children. It is a simple routine, to be done at the beginning of the morning. One way of making an attendance chart that will last all year is described below:

Attendance Chart

Make a pocket chart by gluing strips of oaktag on the sides and bottom across an oaktag chart, providing twice as many pockets as you have (or will have) children in the class. Make a printed name card for each child, being sure the name will appear above the "pocket". A different symbol for each child will aid those children who are not yet reading their names. For example:


Attendance Chart
HERE
ABSENT
HERE
ABSENT
Aldo
Nan
Ben
Olga
Dina
Otis
Frank
Peter
George
Rosa
Hal
Selina
Ia
Tito
Mio
Zach
name card
glued strip
symbol

As the children enter the classroom in the morning, each person moves the name card into the HERE column. At the end of the day the name cards are moved back into the ABSENT column.

Beginning and Ending the School Day

A school day that begins smoothly for everyone is most likely to result in a pleasant and productive learning experience for children and teachers.

A calm beginning depends on the children's certainty of where to put their things when they first enter the classroom. The teacher will want to designate a space for lunch boxes/snacks, bookbags, a name-labelled hook for each child's clothing and individual, private storage spaces.

Having taken care of their belongings, the children are ready for the first activity of the day. This activity should be informal enough not to be disrupted by staggered beginnings, if the children do not all enter the classroom at once.

Someone has said that the last ten minutes are the most important of the school day. If this is true, it is essential that the ending be relaxed and pleasant with clear and orderly routines.

Remembering that simple directions are best, the teacher is urged to tell the children exactly what to do, and to help the movement of the children at a calm and comfortable level. This can be readily accomplished by sending one or two, or only a few children at a time to get their things and return to the meeting area. Getting ready to go home is best planned for after the final activity of the day because five-year olds take differing lengths of time to get themselves together. This final activity will include final sharings among the children and teacher on an informal, chatty basis, allowing the children to say goodbye and depart in keeping with each child's familiar way of separating. In schools where the teacher walks the class to a dismissal area, the line formation will follow the getting ready-to-go home routine.

Homework

Homework can be a worthwhile outgrowth of the classroom experience, and a valuable link between family and school. At the Kindergarten level, however, it is not necessary to assign homework on a daily basis. Unless an activity serves a real purpose, it may become a tedious burden for the child.

Some parents may view homework as a measure of the learning taking place in class. These parents may feel that a child should be given daily, structured assignments to be completed at home. It is important that they know about the teacher's expectations, and that they are aware that activities involving observation and discovery are also forms of homework. Parents may be helped to understand the fact that homework is only one facet of the educational process, and that it serves as an extension and reinforcement of the classroom lessons.

It is useful, therefore, to explain the homework policy early in the school year, either at a parent workshop or in a letter describing general procedures and routines. This will help to prevent friction at home, and will lead to more positive interactions between the teacher and the parent.

Homework and the Role of the Parent

Parents have the prime responsibility for their children's education at home and are key resources for answering questions and providing information.

They need to understand that their role in providing a suitable environment, support, and encouragement for homework is important to a child's success with assignments. They should also be aware of other ways that they can participate in the learning process--by going on neighborhood walks, playing games with their children during dinner, or taking car or bus trips to places such as parks or museums. In addition, parents can have their children assist in compiling grocery or "to do" lists.

If possible, parents should allow their children free access to writing tools, such as paper, magic markers, crayons, pencils, pens and chalk. Since Kindergarten children love being read to, parents can introduce their children to many kinds of books and magazines at home or at the public library. At all times, children can be encouraged to tell about their feelings and experiences, in order to reinforce oral development.

The following are some appropriate goals for assigning Kindergarten homework, with an example of an assignment for each one, and suggestions for classroom follow-up:

Goals and Objectives	Assignment	Follow-up
To reinforce concepts understandings, i.e., there are many foods that help keep the body healthy and energized.	Find and bring in empty packages from nutritious foods.	Use the empty food packages as props in the housekeeping center or in a class store

Goals and Objectives	Assignment	Follow-up
To extend and enhance fine motor skills.	Cut out pictures of objects that are a particular color, and paste them on a piece of paper.	Collect and assemble pictures into a class color book.
To stimulate creativity.	Draw a picture of your favorite character from the story you heard today in school.	Mount pictures on wooden slats to form puppets for dramatic play.
To encourage interaction with family members.	Ask adults or older children to tell you what it was like when they were in Kindergarten.	Oral reports can be tape recorded during meeting time and placed in the listening center.
To develop understandings about the passage of time.	Bring in a toy that you played with when you were a baby (or an article of clothing that you used to wear).	Baby clothes and toys can be placed in a class museum for comparison and discussion.
To encourage expressive language and auditory perception.	Tell a family member about a sound that you heard on the way home from school. Try to make the same sound.	Tell the class about a sound you heard on the way to school. Try to make the same sound.
To develop sequencing skills.	Draw three pictures about what you do each day. Mix them up, and see if you can put them back in the right order.	Use pictures for flannel board activities in the library area.

Goals and Objectives	Assignment	Follow-up
To stimulate observation skills by noting detail.	Ask an adult for five apples, oranges, peanuts or other kinds of food that you have in your home. Pick out one apple or orange, Look at it carefully. Have someone put it back with the other apples or oranges, while you close your eyes. Open your eyes and see if you can tell which one was yours.	Hold up a picture for the children to look at. Have them describe details noted in the picture.
To recognize similarities and differences.	Find two pieces of clothing in your house. See how they are the same and different. Come to school tomorrow and tell us about them.	Make a comparison chart of same and different. Compare any two objects i.e., a bird and a butterfly or two puzzles.
To reinforce the sense of touch.	Bring to school three objects that feel different, such as something rough, something smooth, and something bumpy.	Collect objects for a "feel box" to encourage the use of descriptive language, exploration, and classification skills.

All homework assignments should be reviewed on the very next day, whether individually or in small or large groups. The teacher may use whatever procedure is most convenient and suitable, as long as the children feel that the assignment has had meaning and importance and is part of the ongoing process of learning.

End-Term Activities

Activities planned for the end of the school year should give children and parents a sense of the achievement and growth that has taken place in Kindergarten as well as a feeling of emotional and educational continuity. Many schools today hold "mock" graduation ceremonies at the end of Kindergarten. Since graduation implies completion or holding an academic degree or diploma, alternate activities which reflect sound early childhood philosophy might be more appropriate than a graduation ceremony.

The experiences should take place in the comfortable surroundings of the classroom, where children are free to participate in an informal manner with classmates and adults. Various activities lend themselves to children's active involvement. Examples of such activities include describing a cooperative painting, or explaining how classmates made a tasty treat for the end-term gala.

Parents and family members can be invited to attend any of the following end-term activities:

- Class Programs featuring:
    - poems
    - finger plays
    - songs
    - rhythm band selections
    - dramatization of a story using masks and/or costumes
- Exhibits of:
    - paintings, sculpture, blockbuilding
    - a review of photographs taken during the school year
    - a theme display, e.g., "grandmothers"
- A Dance Festival
- A Fair featuring:
    - projects and themes
    - games
    - tables and exhibits
    - talks by children
- A Slide Show with accompanying audio tape using children's narrations. The topic may relate to:
    - themes
    - intercultural activities
    - how children gain independence
    - centers of interest; e.g., variations in block building activities
    - problem solving
    - beginning literacy development

Children, with the teacher's supervision, are able to design parent invitations and prepare nutritious refreshments such as: oatmeal cookies, pretzels, lemonade, fruit salad, raw vegetables and dip.

A token memento which symbolizes a variety of child-oriented activities might be a class book containing a meaningful contribution from each child such as a statement, drawing, or recipe. Suggestions from the teacher, related to appropriate summer activities for parents and children, may be included as well.

Other Suggested Culminating "Take-Homes"

- "Me" book for each child, containing contributions to show growth throughout the school year
- "Me" flags prepared by the children for this special occasion.

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Planning Checklist

Do you ....?

- plan a relaxed, unhurried school day with easy transitions from one activity to the next?
- plan opportunities for the children to make choices and decisions?
- include the assistant and cluster personnel in planning, and confer with them regarding the plan?
- develop activities around a current interest or theme?
- build on children's previous experiences?
- evaluate carefully the experiences and materials to be used and select those which are developmentally most appropriate?
- alternate the scheduling of active and quiet activities?
- maintain a balance of individual, group and whole class activities?
- provide an opportunity for rest or quiet times each day?
- include time each day for planning and evaluating the day's work?
- schedule a daily snack?
- provide an opportunity for daily outdoor play when weather permits?
- include frequent, well-planned trips in the school and community?

Section 2
Creating a Learning Environment

The Learning Environment

The Learning Environment

The learning environment is everything the child experiences--people, places and things. Young children learn by interaction with their environment. Therefore, when constructing the learning environment, the teacher considers the strengths, interests and needs of each child.

The physical environment of the classroom should invite and encourage exploration and discovery. Through varied activities children develop skills and concepts. Classrooms that are organized into learning centers provide opportunities for manipulating materials, solving problems, developing spoken and written language, sharing, and working independently.

The teacher guides the children in the learning environment by being supportive and by expressing respect for each child. The child feels secure within an environment in which individual styles are appreciated and success is measured by individual efforts. Each child should leave school each day with a feeling of "success."

Learning Centers

The program in the Kindergarten should provide for the following:

- hands-on experiences
- activities that range in levels of difficulty
- materials used to teach, reinforce, or enrich the skills
- activities that emphasize the program goals and objectives
- development of thinking and problem-solving abilities
- sharing and cooperation

To facilitate the program objectives in the Kindergarten, a learning center approach is used. The learning center approach allows children to be active participants in their own learning. Children are able to manipulate materials and learn through discovery at individual rates and ability levels. The teacher structures the environment, sets up the centers, and keeps track of the students' progress.

A learning center is an area of the room set aside for specific activities. Learning centers in the Kindergarten can include:

- Library
- Writing
- Art
- Blockbuilding
- Mathematics
- Science
- Manipulatives
- Woodworking
- Music and Movement
- Housekeeping
- Painting
- Collage
- Sand and Water

An interest center is an area which focuses on a particular theme. For example, if the theme is "Hats," a table could be set up with a variety of hats for children to explore and discuss. A learning center, as described alone, can also be an interest center. A theme on "Ships or Boats" could be developed in the science center.

It is a good idea for the teacher to start with a center checklist. Included on the list are:

- skills to be learned
- activities
- materials needed
- library books, poems to be used
- songs, records
- special equipment needed
- visual aids
- bulletin board display ideas
- supplies needed from home
- items to be remembered by teacher

The learning center and the interest centers are used in different ways by the children. They use the centers to do independent study projects or work on individual assignments. They use the centers to work on follow-up projects from a teacher directed instructional activity or to do enrichment activities. Most centers will be used in a self-selected manner by the children.

Organization of the centers is important. Centers are labeled and so are materials. Directions are included when necessary. Routines are established so children know how and when to use the centers.

Developing Centers

Center work can begin from the interest of a child or from a direct experience such as a field trip. It can start with an interest demonstrated by a group of children or with a theme.

The teacher selects an area of the room and furniture appropriate for the center. All of the charts, materials, games and worksheets needed for the area are placed there. Children work in the learning and interest centers during the work-play periods in the morning and afternoon.

The teacher collects books, objects, pictures, and other resources to be used in the center. A letter can be sent requesting materials from home, if appropriate.

The Teacher's Role in Learning Centers

A learning center cannot function without the teacher interacting with the children and supporting interactions among the children. The teacher assists, encourages, observes, participates, and takes advantage of opportunities to expand thinking and extend skills.

The teacher introduces the center and some of the activities. Materials are demonstrated and their care emphasized. Vocabulary connected with a work center is taught. The teacher prepares tools and materials needed for a new center and collects resources that apply to the skills being developed. The teacher keeps records, helps children create their own activities, and gives teacher-directed lessons at the center to large or small groups of children.

The teacher will need a class meeting before and/or after center time to talk about observations or discoveries made. Children will discuss how they enjoyed the center or any problems that came up.

The teacher maintains order and organization in the classroom and, at the same time, gives the children a feeling of security in the environment. The room environment is kept consistent for long periods of time so that children can become secure in the use of materials and equipment.

Teachers acquaint parents to the program in the classroom, its centers and concepts being taught. New centers can be shared through newsletters. Progress can be shown by sending home scrapbooks or completed work tasks.

Room Arrangement

Room arrangement is a tool teachers can use to support children's growth emotionally, socially, physically and intellectually. Children entering a new environment need to feel secure enough to interact with people and materials. Socialized behavior is fostered by the way the room is set up and by the materials that are available. Skills such as identification, matching, number or pairing, classification, sequencing, and color can be developed in a classroom that is skillfully arranged.

Careful planning of the physical aspects of the classroom should be done by the teacher before the children arrive on the first day of school. The teacher makes a floor plan of the room before the program is started, then chooses centers of interest and sketches them into planned positions. The centers should be clearly defined so children have no problem recognizing them. The children help decorate the centers using found or donated equipment. Portable centers which consist of an activity box focusing on a specific interest or content area can also be used.

The placement of centers of interest in the classroom encourages interaction of the children. Active and quiet areas are established. Quiet areas such as Library, Science and Math should be near each other when possible. Block, Dramatic Play, and Housekeeping areas are near each other so that activity can be interrelated and expand beyond the space allotted. The woodworking area is out of the traffic pattern for safety reasons.

A large, open floor space is available as a multi-use space to accommodate large group activities such as meetings, direct instruction, dramatic play, music and rhythms, and large muscle activities.

Seating arrangements for the children are flexible, and the tables and chairs are used for multiple purposes. Tables and chairs are moved or rearranged to provide a large open space when needed. They are moved to the different interest areas as they are needed during the day. If lunch is served in the room, tables and chairs are moved back to the center of the room.

Areas in the room can be divided by arranging existing furniture and equipment. Desks, tables, shelves, cabinets, or a piano can be used for dividing the room into centers. Pegboards, screens, or easels can be used for display or storing materials. Cardboard covered with flannel can be used as a flannel board, a divider, or for display. Large cartons can be placed on tables to make independent work areas.

There should be enough space between centers for a flow of traffic. Optimally, children should not have to pass through one area to get to another. The room is arranged so that the teacher can see all the areas.

Centers that require specialized equipment such as electricity for the tape recorder or water for the water table should be located near the resources needed.

The teacher provides ample bulletin board space that is low enough for children to display and view their own work. If bulletin boards are not available, a clothesline and clothespins can be used.

If the room does not have a sink, the teacher should not be discouraged from having a water play area, and a table organized near the easel for washing hands and brushes. Buckets of water, a plastic pitcher and a basin should be provided. The routines involved can be an excellent direct instruction activity in developing sequence skills.

Storage

The teacher needs to consider the area needed for the storage of materials in each center. The materials that can be used independently should be easily accessible to the children and arranged in an orderly and attractive way. Materials should invite use and exploration. Materials should be clearly labeled on low shelves. Children should be encouraged to do as much as possible by themselves and care for their own needs when able. A cubby or a shelf with the child's name or picture provides a private storage space. Labels on shelves help children learn where they can find and return the materials they use. Adequate storage in each center should be provided. A good storage system facilitates the clean-up routines.

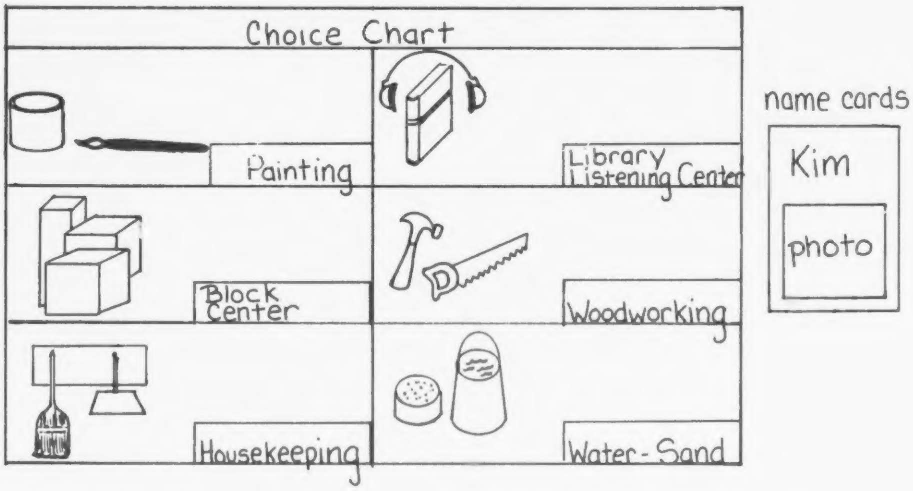
Management of Centers

Centers in the classroom require a great deal of planning and organization to be successful. The teacher chooses the way the centers are to be managed and how often they are to be used by the children. The teacher needs to feel comfortable in the setting chosen.

There are many ways to manage learning centers. The teacher can start the work period with a class meeting where the schedule for the day or week will be made. This is written on chart paper, put on a flannel board, or listed on the chalkboard.

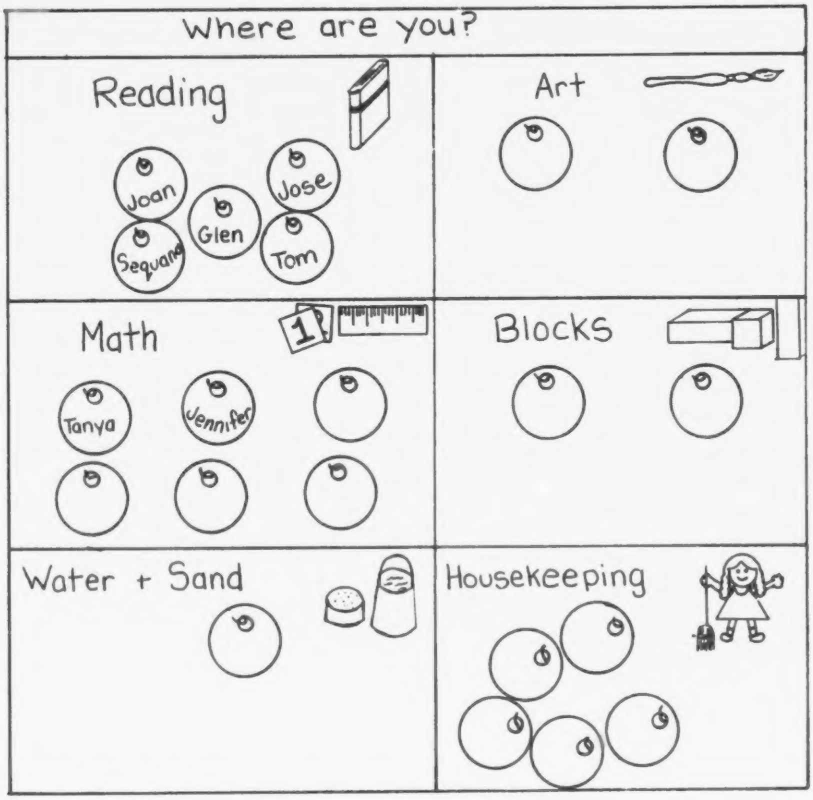
The teacher can make a choice chart (illustration 1). Each child decides where to work or begin work during the particular work period that day and puts a name card in the appropriate space.

Illustration 1


Choice Chart
Painting
Library
Listening Center
Block Center
Woodworking
Housekeeping
Water-Sand
name cards
Kim
photo

The teacher may decide to give the children free options to choose and move from center to center on their own. Children check in and out using a pegboard and hangtags. (See illustration 2.)

Illustration 2


Where are you?
Reading
Joan
Jose
Glen
Sequana
Tom
Art
Math
1
Tanya
Jennifer
Blocks
Water + Sand
Housekeeping

The teacher may break the class into small groups that will work together and then rotate to different centers as a group. A flowchart would be kept to allow for a variety of experiences throughout the week. (See illustration 3.)

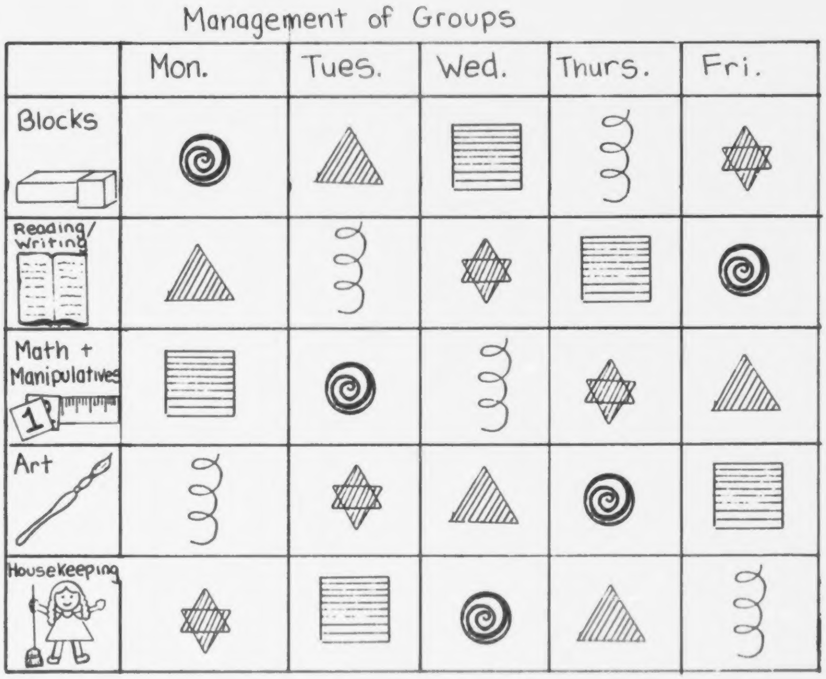
At the end of the work period there is an evaluation time when children report on work accomplished during center time.

Management of Groups

Pictures, symbols, or colored squares are used on a flowchart for managing the group method of center work. The chart is easy for the children to follow. Children start working at the designated area for the group and then move on when work is completed. The teacher can now control for varied experiences.

For easy reference, list the names of the children in each group somewhere in the room.

Illustration 3



Management of Groups

	Mon.	Tues.	Wed.	Thurs.	Fri.
Blocks	◎	▲	▤	➰	✡
Reading/ Writing	▲	➰	✡	▤	◎
Math + Manipulatives	▤	◎	➰	✡	▲
Art	➰	✡	▲	◎	▤
Housekeeping	✡	▤	◎	▲	➰

Record Keeping

Teachers need to keep track of the students' progress in the interest/learning centers. It can be helpful to keep track of the centers chosen daily by children. A simple tally would be efficient. Some children may need direction in making their choices. For children who are reluctant, the choice chart helps make a conscious choice about what area they want to go to. If children do not choose specific materials, some materials can be placed on a table. This invites children to sit down and explore.

TALLY FOR SEPTEMBER

Name	Art	Housekeeping	Math	Blocks	Reading Listening
Sequana	𝍷𝍷𝍷	𝍸𝍷	𝍷𝍷		
Kimberly	𝍸	𝍷𝍷𝍷	𝍸		𝍷𝍷𝍷𝍷
Marlon	𝍷𝍷𝍷		𝍷	𝍸𝍷	𝍷𝍷
George	𝍸	𝍷	𝍷𝍷𝍷𝍷	𝍷𝍷𝍷𝍷	𝍷

The teacher must check to see if information is being retained. Skills checklists can be kept and group instruction given where needed. Records should be very simple and efficient. Collections of children's work can be kept in manila folders and evaluated. A good method is to use a sheet of paper with children's names printed down the left hand side. This can be used for many types of checklists done by the teacher.

NAME	count to 5	sets to 5	one to one corres.
1. Nicole	✓	✓	✓
2. Carla	✓	✓	
3. Edwin	✓	✓	
4. George	✓	✓	✓
5. Sequana	✓		

Checklist for Classroom Learning Environment

The Room

______ 1. Does the appearance of the room reflect a sense of functional arrangement and orderliness?

______ 2. Is the room aesthetically pleasing?

______ 3. Is the room interesting and inviting?

______ 4. Is the room well ventilated?

______ 5. Is the room divided into clearly defined centers of interest?

______ 6. Is there a quiet area children may use?

______ 7. Is furniture arranged to fit children's needs?

______ 8. Are there open lanes to travel from center to center?

______ 9. Can the furniture be moved easily to meet the needs of an activity? (snack time, rhythms)

______ 10. Is there an area of the room for group meetings or large group instruction?

______ 11. Are tables arranged in groups?

______ 12. Is the piano placed so that the teacher can see all of the children at one time?

______ 13. Does each child have an individual storage space? Is the block area adequate in size and in a safe place away from interruptions?

______ 14. Is there a place to put completed work?

______ 15. Are bulletin boards current, functional, and at children's eye level?

______ 16. Is there access to a water source, and child-sized restroom facilities?

______ 17. Is there a place for drying paintings?

______ 18. Is there a writing area stocked with paper, pencils, dictionaries, typewriter?

Materials

______ 1. Do children know where the materials are kept?

______ 2. Is there adequate storage for all materials?

______ 3. Is there convenient access to materials?

______ 4. Is equipment kept clean and are broken items discarded?

______ 5. Do the children know the uses of each object in the area?

______ 6. Are directions posted?

______ 7. Are there materials available for creative activities such as boxes, buttons, scrap material, wood, etc.?

______ 8. Are reference materials available to extend learning developed in a particular area?

______ 9. Does the room have live plants and pets?

______ 10. Is there a variety of types of books, tapes, records, film strips?

______ 11. Are materials and visual aids changed often to maintain interest?

______ 12. Are materials provided for individualized work?

______ 13. Is there a variety of hands-on experiences available?

______ 14. Are there clean-up materials such as sponges, paper towels?

______ 15. Is there a place for everything?

______ 16. Are there materials for dramatic play such as shoes, pocketbooks, empty food boxes, etc.?

______ 17. Is there a variety of basic visual art media?

______ 18. Are there small manipulative materials to build eye-hand coordination?

______ 19. Are field trips included as learning experiences?

______ 20. Are there seasonal interests for children to observe?

______ 21. Are there cooking experiences?

______ 22. Are there materials for music and rhythmic experiences?

Children and Program

______ 1. Are the children aware of their responsibility for the appearance of the room?

______ 2. Are children's experiences used as a basis for oral discussion?

______ 3. Are sensory experiences used as a basis for oral discussion?

______ 4. Is children's work attractively displayed and current?

______ 5. Is a name tag fastened to the picture?

______ 6. Are pictures changed frequently?

______ 7. Are children encouraged to care for live plants and pets in the room?

______ 8. Are there opportunities for reading around the room? Are pictures/charts attractive and at the eye level of the child? Is the writing on charts and labels clear and legible?

______ 9. Are there opportunities for language development?

______ 10. Are there opportunities for the children to make specific choices?

______ 11. Are children encouraged to share materials?

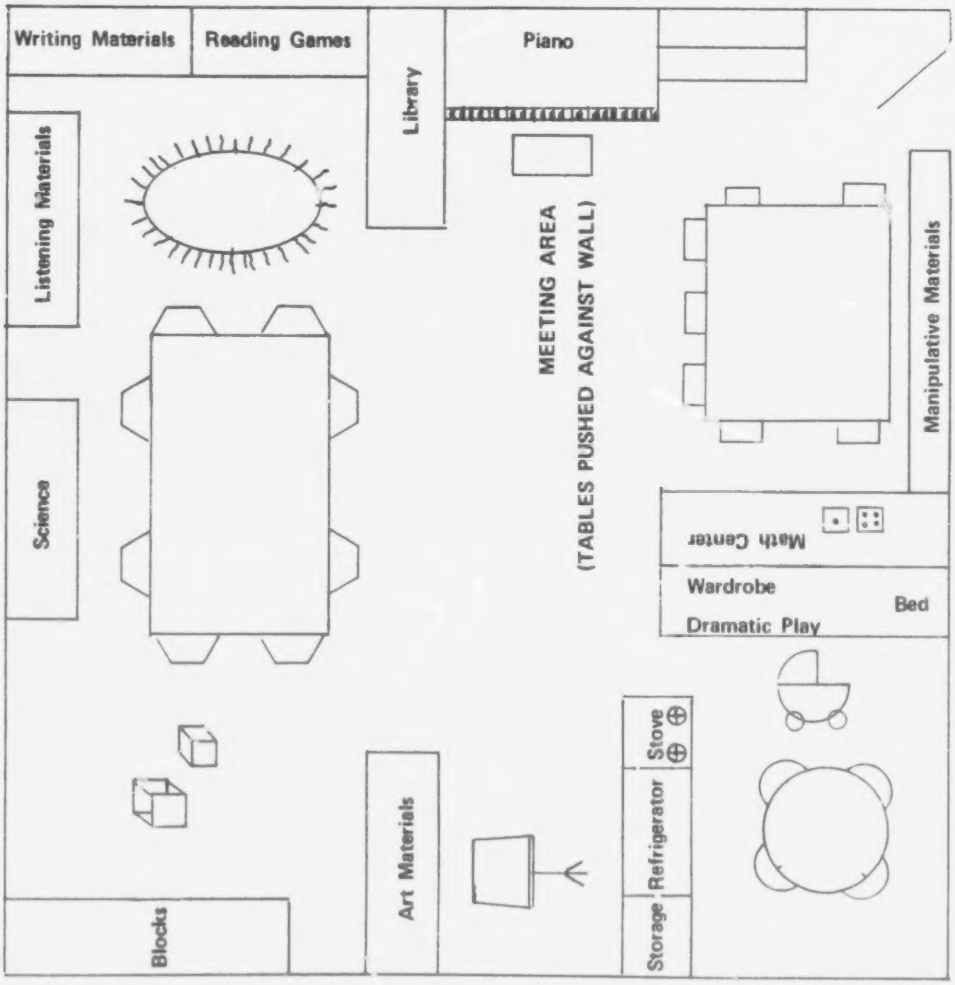
______ 12. Do children have opportunities for writing experiences?

______ 13. Does the program balance individual, group, and entire class activities?

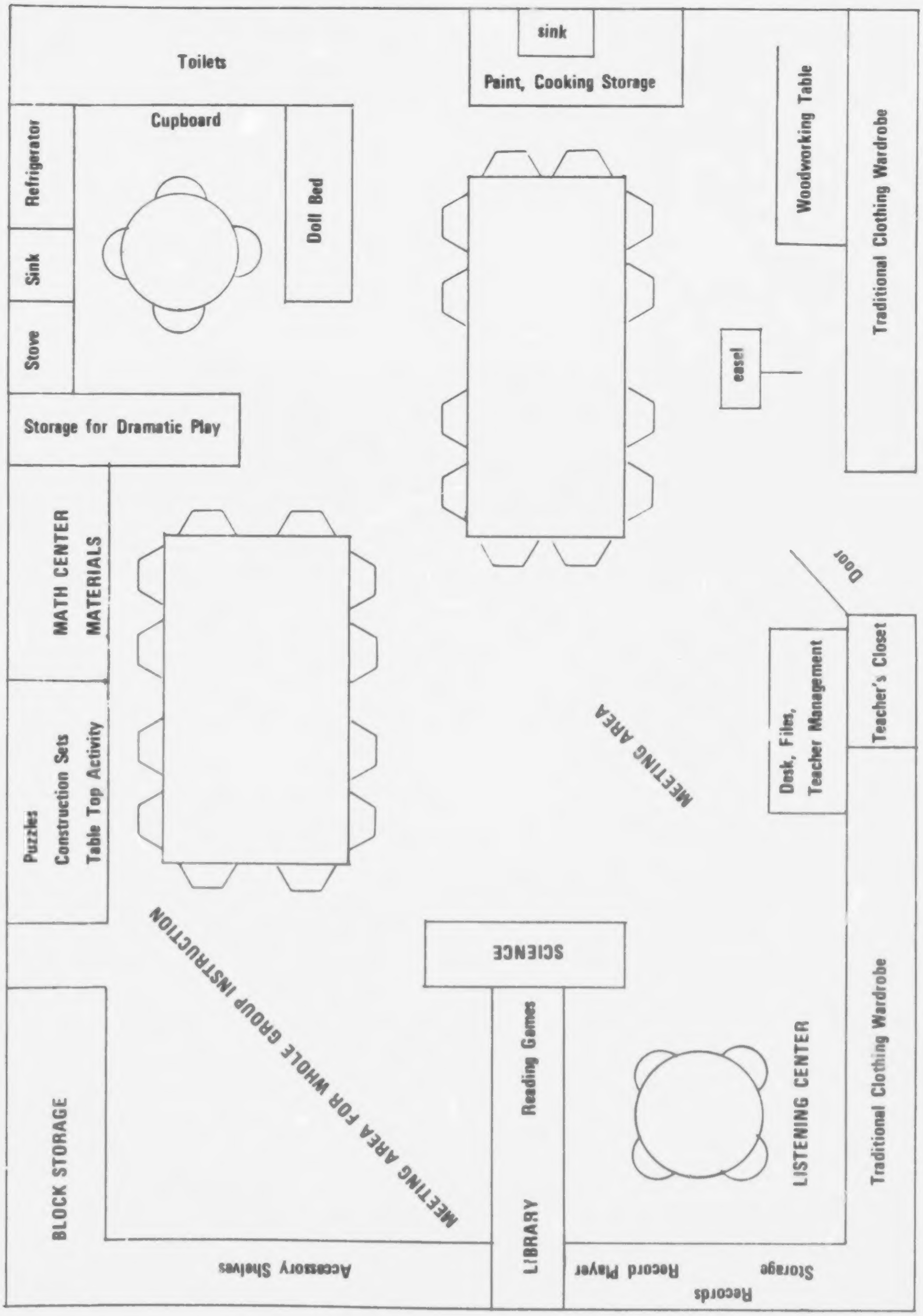
______ 14. Is there integration of curriculum areas?

Suggested Floor Plans

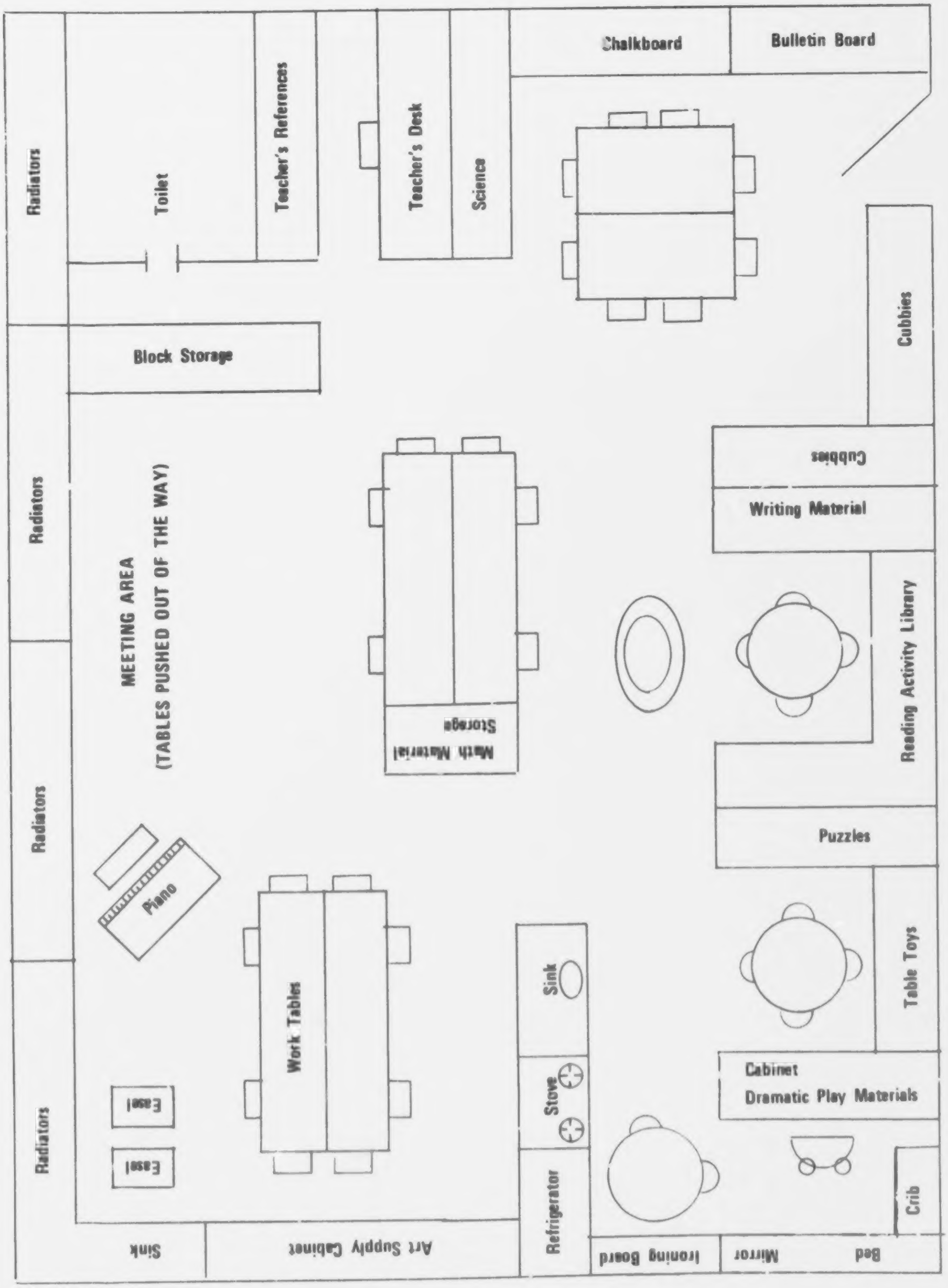
This is a floor plan for a small room with no running water and no toilets.


Writing Materials
Reading Games
Library
Piano
Listening Materials
MEETING AREA
(TABLES PUSHED AGAINST WALL)
Manipulative Materials
Science
Math Center
Wardrobe
Bed
Dramatic Play
Stove
Refrigerator
Storage
Art Materials
Blocks

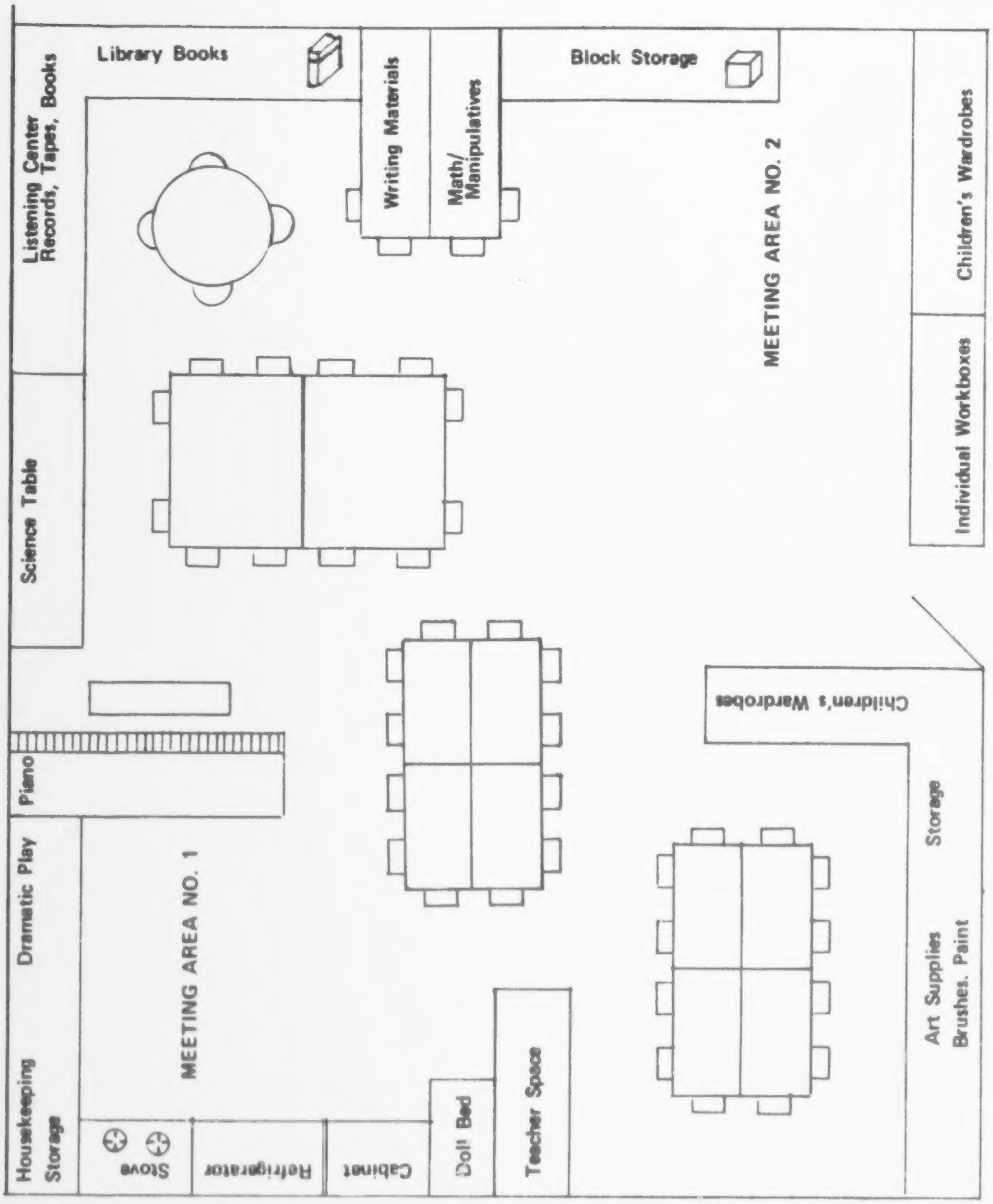
This is a floor plan for an old traditional room with toilets.


Toilets
sink
Paint, Cooking Storage
Cupboard
Refrigerator
Sink
Stove
Doll Bed
Woodworking Table
Traditional Clothing Wardrobe
easel
Storage for Dramatic Play
MATH CENTER MATERIALS
Puzzles
Construction Sets
Table Top Activity
Door
MEETING AREA
Desk, Files, Teacher Management
Teacher's Closet
SCIENCE
MEETING AREA FOR WHOLE GROUP INSTRUCTION
BLOCK STORAGE
Reading Games
LIBRARY
LISTENING CENTER
Traditional Clothing Wardrobe
Accessory Shelves
Storage
Record Player
Records

This is a floor plan for a new room with movable furniture and storage with toilets.


Radiators
Toilet
Teacher's References
Teacher's Desk
Science
Chalkboard
Bulletin Board
Cubbies
Block Storage
Cubbies
Writing Material
Radiators
MEETING AREA
(TABLES PUSHED OUT OF THE WAY)
Math Material Storage
Reading Activity Library
Radiators
Puzzles
Piano
Table Toys
Sink
Work Tables
Stove
Cabinet
Dramatic Play Materials
Easel
Easel
Radiators
Refrigerator
Crib
Sink
Art Supply Cabinet
Ironing Board
Mirror
Bed

This is a floor plan for a double class in a large room with two teachers.


Library Books
Writing Materials
Math/ Manipulatives
Block Storage
Listening Center Records, Tapes, Books
Science Table
MEETING AREA NO. 2
Children's Wardrobes
Individual Workboxes
Children's Wardrobes
Piano
Dramatic Play
MEETING AREA NO. 1
Storage
Art Supplies Brushes, Paint
Housekeeping Storage
Stove
Refrigerator
Cabinet
Doll Bed
Teacher Space

Suggested Equipment and Supplies

Basic Equipment

child-sized tables and chairs
mats (resting)
pegboard room dividers
storage shelves
storage cabinets
bulletin boards
clock
broom, dustpan, mop
hot plate--cooking utensils
projector--slide, overhead
refrigerator (if available)
piano and stool (if available)

Communication Arts

tactile letters (upper and lower case)
sandpaper letters
rubber stamp alphabet
card games
word games
pupil-made books
perceptual materials:
  visual discrimination of shapes, colors, textures, sizes
associate words with pictures
puppets and story accessories
flannel board stories,
letters
names, signs, labels
sequencing pictures
magnetic board
magnetic letters
experience charts
classification materials
alphabet books
Lotto games
"What's Missing" dominoes
letter puzzles
opposites
parquetry
puzzles (word and pictures)
mosaics
construction materials
language-experience booklets
sentence strips

Writing Center

primer typewriter
pens and pencils
magic markers
colored pencils
black crayons
chalk/slates, eraser
various sizes paper, both lined and unlined
picture dictionary
letter tracing stencils
variety of alphabets (wood, sand, rubber)
name cards
word cards
class lists
writing box--ideas and suggestions
wallpaper and cardboard for bookcovers
display cards for manuscript and cursive letters
scissors
picture box

Library

display unit
paperback books (4 copies)
poetry
reference books
library books with a wide range
picture file
rocking chair
easy-to-read trade books with controlled vocabulary
encyclopedias
dictionaries
round table and chairs
magazines, newspapers
rugs

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Mathematics

- abacus (counting frame) (shape/color abacus)
- clocks, 12-inch cardboard clock dial
- calendar
- toy money--cash register
- number and picture matching tray
- sets of picture cards
- sets of number cards
- sets of numerals
- flannel board, felt cut-outs (geo-forms)
- individual slates and chalk
- geometric figures for tracing--shape templates
- number games (Bingo, Lotto)
- scales--weights
- rulers, tape measure, meterstick
- liquid measures--cups, spoons, containers
- metric measuring equipment
- shape sorting box
- number puzzles
- Cuisenaire rods
- dominoes--variety
- pegboards and pegs
- tactile number blocks
- tactile dominoes
- beads and string
- number boards
- unit stacker
- form-o-grams
- attribute blocks
- Vertiblocks (cubes)
- colored cubes
- paper and pencils
- chalkboard
- objects for counting (bottle caps, sticks)
- books (3 Bears)
- finger plays
- categorizing materials (buttons, screws)
- sorting tray
- number line--desk/walk-on
- fractional parts
- pan balance scale
- pattern cards

Science

- magnets, one per student
- magnifying glasses, one per student
- colored chalk
- chalkboard compass
- chalkboard meter or yard stick
- mechanical toys, assorted
- aquarium
- terrarium and aquarium supplies
- insect cages
- enamel or plastic trays
- tote trays, storage
- plastic tumblers
- canning jars with ring lids
- window screening, plastic
- cheese cloth
- gardening supplies
- natural collections:
  - pressed or mounted leaves
  - feathers
  - rocks and minerals
  - fossils
  - bones
  - fruits and seeds
  - shells
  - sand
  - fur

Sand and Water Experiences

- sand and water table
- funnels, measuring cups and spoons
- basters and eye droppers
- graduated cups, drums
- sieves and scoops
- boats
- plastic bottles of various sizes
- dustpan and broom
- sand tools
- straws, corks
- toy cars, airplanes, animals, people (can be taken from other area of the room)

Art Materials

easel
easel clips
smocks
paint containers
brushes
paint, tempera
newsprint
finger paint
finger paint paper
crayons and markers
craypas
manila paper
scissors
construction paper
moist clay
clayboard and crock
paste and glue
collage materials
Playdough
socks, mittens, trimmings
  (for creating puppets)
water (sink or basin)
design blocks (tracing)
paper cutter
paper bags
plates and cups
pipe cleaners
wallpaper samples
felt pieces
tissue paper/crepe paper
straws
paper towels
sponges--cleanser/soap
drying rack or line
sewing materials
Dixie mesh
clear bags or boxes (for
  storage of material)
newspaper or oilcloth
colored shapes

Music

Rhythm Instruments

rhythm sticks (10)
wood blocks (2)
sand blocks (2)
soprano sounder (4)
crow sounder (2)
triangles (3)
tambourine stick (2)
cymbals (2)
triple bells (3)
jingle clog (2)
drums
xylophone
record player
records
finger plays
earphones
piano
tuning fork
pegboard for storage of
  instruments
materials to make home-made
  instruments
  - cigar boxes
  - rubber bands
  - bottles
  - glasses
  - combs
  - cereal boxes
  - sandpaper
  - aluminum pie pans
  - wood blocks
  - coffee cans

Listening Center

tape recorder
record player
records/tapes
books with records/tapes
connection box and earphones
blank tapes (15 minutes)
Viewmaster
Language Master
television
filmstrips
projector/filmstrips

Health and Physical Education

hollow blocks
chair nesting blocks
hoops--3 sizes
balls, assorted (yarn, rubber)
rhythm and dancing records
bean bags
food group charts
soap, water/paper towels
scale and yardstick
Snellen chart
dental slips
hand puppets--doctor, nurse and dentist
tissues
mats (for rest time)
song plays and dances
outdoor play area (slide, swings, jungle gym)
wagons and tricycles
ropes
balance beam
movement and education
records

Table Top/Manipulative Materials

Tinker Toys
Lego/Duplo
colored blocks
Lincoln Logs
Constructo toys
wooden puzzles
toys with mechanized parts
beads and strings
pegboards and pegs
Unifix
bristle blocks
lacing, buttoning, zippering, tying, snapping materials
mosaics

Woodworking

workbench and storage
saw
hammers
pliers
screwdrivers
vise
plane
hand drill and bits
nails and screws, nuts and bolts
soft wood and wheels
spools, sandpaper
hollow blocks
cars and trucks
boats and trains
animals
people
accessories: signs, fences
low shelves for storage

Block Area

unit blocks
hollow blocks
signs
trucks, cars
boats
people figures (wood, rubber)
animal figures (wood, rubber)
suitcase
steps
boxes, cartons

Housekeeping

Kitchen

table and chair set
refrigerator, stove, sink, cabinet
ironing board and iron
dishes, pots and pans, utensils for eating and cooking
brooms, table cover, toaster
play foods and boxes
tablecloth
shopping cart
soap, laundry materials, and tub

Cooking Center

broiler oven
hot plate
pots and mixing bowls
colander
utensils, peeler
paper service
food for instruction
rolling pin
measuring cups, spoons
tray
beater

Bedroom

doll's bed
mattress, pillows, blankets, bedspread
dolls and doll clothes
telephones
carriage
full-length mirror
curtains
pictures
suitcase
carpet or rug
chest
prop boxes, e.g., painter's hat and brush, doctors bag, nurse's cap and apron
dramatic play materials
rocking chair

Using Recycled Materials for the Classroom

The first commandment of Kindergarten teachers: Thou shalt not throw anything away!

In addition to materials which can be purchased for the Kindergarten program, the teacher may collect various common materials which may be recycled for instructional purposes. Among these materials are:

A. Food Boxes and Labels:

1. Label Book - Paste well-known (and nutritionally sound) food labels into a stenographer's notebook. One page is used for one label. Invite children to identify each brand.

2. Groceries List - Cut out food box fronts. Punch a hole on top of a few boxes, and attach several. On a trip to the supermarket, children can match the labels to the shelf products.

3. Clean and safe cans and empty food boxes can be used in the housekeeping corner.

4. Box fronts can be laminated with clear contact paper. They can be:
   (a) cut up and used as puzzles.
   (b) used for tracing letters with soft-wax crayons.
   (c) used as sewing cards. Punch holes around the edges and attach a long shoelace.

B. Shoe Boxes:

1. Belongings Box - By painting, children can personalize their own box. The teacher adds their names.

2. Building Blocks - Stuff the boxes with newspaper and cover. Cover entire box with contact paper.

3. Sand/Salt Tracing Box - Paint the inside bottom. When dried, cover the bottom with a layer of salt or sand. Children can trace letters, numbers, etc.

C. Old Clothing:

1. Costumes - Hang up or fold clothes in the housekeeping area. For safety and health measures, make sure that the clothes aren't too long, and ask parents to wash them occasionally.

2. Busy Boards - Use clothing items with zippers, a row of buttons, buckles. Cut around the gadgets. Mount on heavy cardboard.

3. Collage - Cut up some interesting textures for pasting.

4. Tactile Matching Game - Cut sets of matching 8" squares. (The fabrics must differ in textures.) Make two piles. A child tries to match the sets while blindfolded.

5. Dancing Props - Lightweight fabric can be cut into 12" squares. Put a record on, and invite children to make the material dance.

D. Wallpaper Sample Books:

1. Floormats - Machine sew two sheets of heavy washable wallcovering together. Layers of newspaper can be used to stuff them. Ask parent volunteers to assist in making the floormats.

2. Placemats - Use one sheet of washable covering. With indelible marker, print the child's name in the right hand corner. The children may trace their name while waiting for lunch.

3. Scraps of wallpaper can be used for collage activities.

4. Aesthetic Appreciation - In order to expand vocabulary, the class may touch, view, and discuss wallpaper patterns.

E. Large Fruit Cans - (from the school lunchroom) - Wash well, and check for smooth rims:

1. Toy Containers - Label container with picture and name of toy.

2. Gifts - Children can cover the cans with fabric, wallpaper, or paint.

3. Paint Caddy - Three small paint containers and brushes can be put inside the large can. It will help prevent spills during table or floor painting.

F. Cardboard Trays (from the lunchroom):

1. Sorting Game - Children follow the teacher's directions. In the trays, they arrange small articles according to sizes, shapes, and colors.

2. Touching Trays - Individuals select items to represent each tactile category (e.g., soft cotton ball, hard wood, sticky paper, rough sandpaper, smooth satin). Children paste their own sets on trays.

G. Egg Cartons

1. Pair Game - Glue a different small article in each compartment (e.g., bean, pasta, button, etc.). Blindfold a child and have the child find a match with a loose article.

2. Arts and Crafts - Combinations of egg carton sections can be experimented with to create baskets (4 sections), flowers, animals (caterpillar = 6 sections, ladybug = 1 section).

Section 3
Enriching the Curriculum

Finger Plays, Songs, Rhythms, and Games

Finger plays, songs, rhythms, and games, play an important part in the All-Day Kindergarten program. Dramatizing actions, repeating chants, and moving to rhythmic beats are valuable learning experiences for young children. As children recite rhymes and move their fingers and bodies to music and verse, they develop concepts and skills in enjoyable ways.

Finger plays are first steps toward encouraging children to express themselves creatively. This early dramatic technique leads to concrete experiences, which foster later abstract thinking.

Singing together enhances socialization and encourages youngsters to grow academically while having fun.

Kindergarten children use their imagination as they participate in rhythmic movements. Whole-body activities help youngsters learn about spatial awareness as they improve their coordination with a variety of physical activities.

Games serve to incorporate past experiences into present learning situations, giving new life to yesterday's traditions. As children jump, skip, run and play together, they improve their coordination and develop large and small muscle control.

As the year progresses, teachers should seek to expand this collection of activities to be used in various aspects of the All-Day Kindergarten program.

Finger plays, songs, rhythms and games can be used:

- as a motivation
- as a transition between activities
- to develop oral language
- to develop auditory memory/sequence
- to introduce/reinforce concepts
- to respond to the need for movement
- to direct attention to task
- to foster second language learning
- to develop fine/gross motor skills
- to encourage socialization
- to enchance self-concepts
- to celebrate special occasions
- to reinforce thematic experiences
- during creative dramatization
- as an enjoyable activity

FINGER PLAYS AND SONGS

I-UNDERSTANDING MYSELF

On My Head

On my head my hands I place,
On my shoulders, on my face,
On my hips and at my side,
Then behind me they will hide.
I will hold them up so high;
Quickly make my fingers fly;
Hold them out in front of me;
Swiftly clap - one, two, three.

Two Little Eyes

Two little eyes that open and close.	(Point to each eye simultaneously with index finger of each hand.)
Two little ears and one little nose.	(Point to both ears, then nose.)
Two little cheeks and one little chin.	(Point to both cheeks, then chin.)
Two little lips with the teeth locked in.	(Point to mouth, purse lips together tightly.)

Ten Little Fingers

I have ten little fingers and they all belong to me.	(Hands upright.)
I can make them do things, would you like to see?	
I can shut them up tight;	(Shut them up into fists.)
Or open them wide.	(Open them wide.)
I can put them together, or make them all hide.	(Close fists together.)
I can make them jump high.	(Swing hands above head.)
I can make them go low.	(Swing hands down low.)
I can fold them up quietly and hold them just so.	(Place in lap.)

From: Liz Cromwell, Dixie Hibner, and John R. Faitel, Finger Frolics (Livonia, MI: Partner Press, 1983), p. 2. Permission pending.

Open, Shut Them

(Concepts of open, shut; body parts: lap, chin, mouth)

Open, shut them.	(Alternate opening and closing fists accordingly.)
Open, shut them.	
Give a little clap.	(Clap hands.)
Open, shut them.	(Alternate opening, closing fists again.)
Open, shut them.	
Place them in your lap.	(Fold hands in lap.)
Creep them, creep them,	(Starting at stomach, "creep" fingers of both hands upward towards chin.)
creep them, creep them,	
right up to your chin.	(Rest fingers on chin.)
Open wide your little mouth	(Open mouth wide.)
but do not let them in.	(Quickly hide fingers behind back.)

Thumbkin

Where is thumbkin?	
Where is thumbkin?	(Hide hands behind back.)
Here I am.	(Bring out one hand.)
Here I am.	(Bring out one other.)
How are you today, sir?	(Nod one thumb.)
Very well, I thank you.	(Nod the other thumb.)
Run away, run away.	(Hide thumbs again behind back.)

(Repeat using "Pointer," "Tall Man," "Ring Man," and "Pinkie" instead of Thumbkin.)

From: Liz Cromwell, Dixie Hibner, and John R. Faitel, Finger Frolics (Livonia, MI: Partner Press, 1983), p. 2. Permission pending.

Up to The Ceiling

Up to the ceiling,	(Raise both hands up toward the ceiling.)
Down to the floor.	(Lower both hands toward the floor.)
Left to the window,	
Right to the door.	
This is my right hand,	
Raise it high.	
This is my left hand,	
Reach for the sky.	
Right hand, left hand	(Raise each arm as you say each.)
Twirl them around.	(Twirl hands in circular motion in front of you.)
Left hand, right hand -	(Make fists and hold one fist over the other and pound like a hammer.)
Pound, pound, pound.	

If You're Happy and You Know It

If you're happy and you know it, clap your hands. (Clap twice.)
If you're happy and you know it, clap your hands. (Clap twice.)
If you're happy and you know it and you really want to show it,
If you're happy and you know it, clap your hands. (Clap twice.)

If you're happy and you know it, tap your feet. (Tap feet twice.)
If you're happy and you know it, tap your feet. (Tap feet twice.)
If you're happy and you know it and you really want to show it,
If you're happy and you know it, tap your feet. (Tap feet twice.)

Variations:

If you're happy and you know it, tap your head.
If you're happy and you know it, say "ah-choo."
If you're happy and you know it, touch your knees.
If you're happy and you know it, nod your head.

II-COUNTING/NUMBER CONCEPTS

Two Little Apples

Two little apples hanging on a tree. (Spread arms and cup each hand to make apples.)
Two little apples smiling at me. (Turn cups forward.)
I shook that tree as hard as I could. (Shake body and arms.)
Down came the apples, Mmmm, were they good! (Rub belly.)

From: Mary Miller and Paula Zajan, Finger Play: Songs for Little Fingers (New York: G. Schirmer, 1955), p. 1. Permission pending.

A Little Ball

A little ball (Make circle with index finger touching thumb.)
A bigger ball (Make a circle with two hands.)
A great big ball I see (Then make a circle with arms, fingers on both hands touching.)
And when I count them

One, two, three.

The Beehive

(Counting forward 1-5)

Here is a beehive.	(Hold up one fist.)
But where are the bees?	
Hiding away where no one sees.	
Watch them and they'll come out of their hive!	
One, two, three, four, five!	(Pop one finger from fist at a time, as you count.)
Bzzzz! Bzzzz! Bzzzz!	(Wiggle fingers, while moving hand back and forth.)

Jenny or Johnny

Jenny works with one hammer, one hammer, one hammer.	(Pretend to hammer with one fist.)
Jenny works with one hammer,	
Then she works with two.	(Hold out 2 fists.)
Jenny works with two hammers two hammers, two hammers.	(Hammer with 2 fists.)
Jenny works with two hammers	
Then she works with three.	(Hold out 2 fists, one foot.)
Jenny works with three hammers three hammers, three hammers	(Hammer with 2 fists, one foot.)
Jenny works with three hammers	
Then she works with four.	(Hold out 2 fists, 2 feet.)
Jenny works with four hammers four hammers, four hammers	(Hammer with 2 fists, 2 feet.)
Jenny works with four hammers	
Then she works with five.	(Hold out 2 fists, 2 feet, head.)
Jenny works with five hammers five hammers, five hammers	(Hammer with 2 fists, 2 feet, head.)
Jenny works with five hammers	
Then she goes to sleep.	(Close eyes, rest head on hands placed at side of face, prayer-style.)

One, Two, Buckle My Shoe

One, two,
Buckle my shoe;

Three, four,
Shut the door;

Five, six,
Pick up sticks;

Seven, eight,
Lay them straight;

Nine, ten,
A good fat hen.

Counting In Spanish

(Clap in a steady rhythm, two claps to each line, as you chant the rhyme and do the motions called for.)

Uno, dos, tres,
Let's march in place.

Cuatro, cinco, seis,
Let's sway with grace.

Siete, ocho, nueve.
Watch us wave. Hey!

Now we come to diez.
A - bout face!

From: Carol A. Piggins, More Fingerplays and Actions Rhymes (New York: Instructor Publications, Inc., 1985), p. 11. Permission pending.

III-SPECIAL DAYS AND SEASONS

Happy Birthday

(Clap two beats on each line as you share this birthday rhyme. At end of the rhyme, clap once for each year of child's age and then sing "Happy Birthday."

Let us take time out to say,
"Today's a very special day."
This is__________'s birthday
And she (he's)_____years old.

Stand up_________, won't you.
Stand up and take a bow.
We'll clap one time for every year
And sing, "Happy Birthday" now.

From: Carol A. Piggins, More Fingerplays and Action Rhymes (New York: Instructor Publications, Inc., 1985), p. 27. Permission pending.

Weather Poem

	(Begin with hands held above head.)
Sometimes it rains And sometimes it snows.	(Wiggle fingers downward to represent rain and snow falling.)
Trees and grass bend When the wind blows.	(Sway from side to side.)
Sometimes it's sunny	(Curve arms and join hands above head.)
And sometimes it's not.	(Bring hands down to sides.)
Sometimes it's cold	(Clutch self to stay warm.)
And sometimes it's hot.	(Wipe "perspiration" from brow.)
The weather is changeable On that we'll agree.	(Hands on hips.)
What kind of weather Today will there be?	(Hands outstretched, palms up.)

From: Carol A. Piggins, More Fingerplays and Action Rhymes (New York: Instructor Publications, Inc., 1985), p. 33. Permission pending.

Listen!

Autumn leaves are falling down.	(Flutter fingers downward.)
Orange, green and red, and brown.	(Continue to flutter fingers.)
Listen and you'll hear them say,	(Cup hands to ears.)
"Wintertime is on its way."	(Whisper these words.)
Winter's gone, but not the tree. And on it are some buds for me.	(Join finger tips above head.)
Listen closely, and you'll hear,	(Cup hands to ears.)
"Spring is near, Spring is near!"	(Whisper these words.)

Snowflake Dance

	(Begin with children standing, hands held above head.)
Snowflakes fall from	(Wiggle fingers downward to represent snow falling.)
Clouds so high.	(Make large circles in air with hands and arms.)
They fill the air Of the winter sky.	
They spin to the left	(Spin to the left.)
And they spin to the right.	(Spin to right.)
They drop to the ground Making everything white.	(Slowing drop into a "pile of snow" on the floor.)

From: Carol A. Piggins, More Fingerplays and Action Rhymes (New York: Instructor Publications, Inc., 1985), p. 32. Permission pending.

Hop Into Spring

The Bunny can hop (Hold hands above head to represent rabbit ears.)
Hop, hop, hop (Hop in place.)

Up the hill
And over the top.

The bunny can munch, (At end of each line, pantomime eating a carrot.)
Munch, munch, crunch,
He's having a carrot
For his lunch.

The bunny can wiggle (Wiggle about.)
Wiggle, -iggle, -iggle.

He's twitching his nose. (Everyone twitches noses.)
Now don't you giggle.

From: Carol A. Piggins, More Fingerplays and Action Rhymes (New York: Instructor Publications, Inc., 1985), p. 37. Permission pending.

Ten Little Ghosts

(Start with little fingers and continue to thumbs.)

Ten little ghosts sitting in a tree
The first two said, "What's this I see?"
The second two said, "A man with a gun."
The third two said, "Let's run, let's run."
The fourth two said, "Let's hide in the shade."
The fifth two said, "Oh, we're not afraid." (Gesture toward self with thumbs.)
Then BANG (clap) went the gun and away they run. (Hands hidden behind back.)

This Little Pumpkin

This little pumpkin was taken to market (Pointer.)
And sold for fifteen cents.
This little pumpkin was made into a jack-o-lantern (Middle finger.)
And stood high on a fence.
This little pumpkin was made into a pie (Ring finger.)
And nevermore was seen
This little pumpkin was taken away (Little finger.)
On the night of Halloween.

From: Liz Cromwell, Dixie Hibner, and John R. Faitel, Finger Frolics (Livonia, MI: Partner Press, 1983), p. 61. Permission pending.

The Halloween Party (a parody)

(tune: "Mary Had A Little Lamb")

Pump-kins have such hap-py grins, hap-py grins, hap-py grins.
Pump-kins have such hap-py grins. It's Hal-low-e'en at last.

Cats have come with long, black tails, long, black tails, long, black tails.
Cats have come with long, black tails. It's Hal-low-e'en at last.

Ghosts have come to school to-day, school to-day, school to-day.
Ghosts have come to school to-day. It's Hal-low-e'en at last.

Witch-es have their witch-es' brooms, witch-es' brooms, witch-es' brooms.
Witch-es have their witch-es' brooms. It's Hal-low-e'en at last.

From: Bonnie Mack Flemming, Darlene Softley Hamilton, and JoAnne Deal Hicks, Resources for Creative Teaching in Early Childhood Education (Harcourt Brace Jovanovich Inc., 1977), p. 229. Permission pending.

Here is a Witch's Tall Black Hat

Here is a witch's tall black hat.	(Point index fingers together.)
Here are the whiskers on her cat.	(Index fingers and thumbs are put together and pulled back and forth under nose.)
Here is an owl sitting in a tree.	(Circle eyes with fingers.)
Here is a goblin! Hee, hee, hee!	(Hold hand on stomach area.)

From: Louise Binder Scott, Rhymes for Learning Times: Let's Pretend Activities for Early Childhood (Minneapolis, Minn.: T.S. Denison & Co., Inc., 1983), p. 73. Permission pending.

Five Fat Turkeys

Five fat turkeys were sitting on a fence.	(One hand up.)
The first one said, "I'm so immense."	(Point to thumb.)
The second one said, "I can gobble at you."	(Pointer finger.)
The third one said, "I can gobble too."	(Middle finger.)
The fourth one said, "I can spread my tail."	(Ring finger.)
The fifth one said, "Don't catch it on a nail."	(Little finger.)
A farmer came along and stopped to say	(Pointer finger of other hand.)
"Turkeys look best on Thanksgiving Day"	

From: Liz Cromwell, Dixie Hibner, and John R. Faitel, Finger Frolics (Livonia, MI: Partner Press, 1983), p. 62. Permission pending.

Valentines Day

Here is my heart.	(Form a heart with hands.)
I'll open it wide.	(Open up hands.)
It's filled with love	(Hold hands, palms up in gesture of offering.)
For you inside.	(Point to another.)

From: Carol A. Piggins, More Fingerplays and Action Rhymes (New York: Instructor Publications, Inc., 1985), p. 53. Permission pending.

IV-HEALTH/SAFETY

Brushing Teeth

Up and down and round and round	(Move right pointer up and down, and round before mouth.)
I brush my teeth to keep them sound;	
To keep them sound and clean and white	(Point to teeth.)
I brush them morning, noon and night.	

From: Liz Cromwell, Dixie Hibner, and John R. Faitel, Finger Frolics (Livonia, MI: Partner Press, 1983), p. 5. Permission pending.

Bus Safety

When I get on the school bus,	(Pantomime walking up step to board bus.)
I sit without a doubt.	(Sit.)
I fold my hands upon my lap	(Fold hands in lap.)
And never, never, shout.	(Shake head "no.")
I never run or throw things,	(Wag index finger.)
I keep my head and hands inside,	(Point to head; hold out hands, then fold them in lap.)
I try to help the driver	(Point to self.)
So we'll all have a safe ride.	(Make sweeping motion to include entire class.)

From: Carol A. Piggins, More Fingerplays and Action Rhymes (New York: Instructor Publications, Inc., 1985), p. 46. Permission pending.

Stoplight

By Jackie Nason, Age 10

Red on top,
Green below.
Red says, "Stop!"
Green says, "Go!"
Yellow says, "Wait!
Even if you're late."

From: Virginia H. Lucas, compiler, Resource Book for the Kindergarten Teacher (Columbus, Ohio: Zaner-Bloser, Inc., 1980), p. 412. Permission pending.

A Cold

I have to sneeze;	(Pretend a sneeze.)
My nose can't smell;	(Hold nose shut.)
My head is hurting;	(Put hand on forehead.)
I don't feel well.	(Shake your head.)
I'll take some medicine;	(Pretend to do so; pretend to use teaspoon.)
I'll go to bed;	(Rest head on hands.)
Soon my nose will be better;	(Touch nose; smile.)
And so will my head!	(Touch your head.)

From: Marie Frost, Fun with Action Rhymes (Elgin, Il.: David C. Cook Publishing Co., 1981), p. 7. Permission pending.

Now It's Time to Rest

Now it's time to rest
Like robins in a nest.
Now it's time to rest
Like robins in a nest.
Tuck your head beneath your wing,
Close your eyes to everything,
Now it's time to rest.

V-OUR WORLD

Grandma's Glasses

(Author Unknown)

Here are Grandma's glasses.	(Make circles with thumbs and index fingers placed over eyes.)
And here is Grandma's hat;	(Join hands at fingertips and place at top of head.)
And here's the way she folds her hands And puts them in her lap.	(Fold hands and place gently in lap.)
Here are Grandpa's glasses.	(Make larger circles with thumbs and index fingers placed over eyes.)
And here is Grandpa's hat;	(Make larger pointed hat, as above.)
And here's the way he fold his arms And sits like that!	(Fold arms with vigor.)
Here are Mother's knives and forks,	(Interlock fingers, palms up.)
And this is Father's table,	(Reverse and flatten hands.)
This is Sister's looking glass,	(Extend arms keeping fingers linked.)
This is Baby's cradle.	(Rock.)

From: Mary Miller and Paula Zajan, Finger play: Songs for Little Fingers (New York: G. Schirmer, 1955), p. 42. Permission pending.

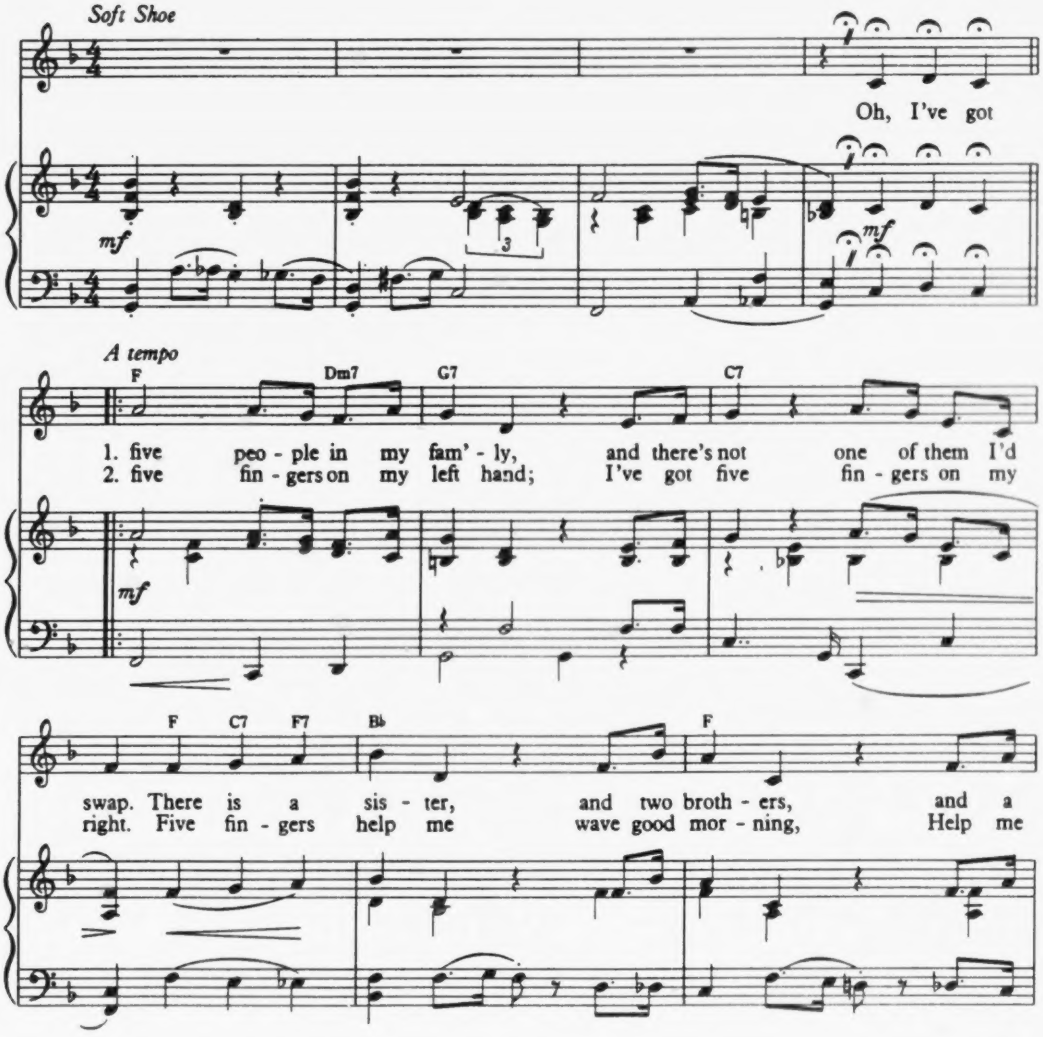
A Good House

This is the roof of the house so good	(Make roof with hands.)
These are the walls that are made of wood	(Hands straight, palms parallel.)
These are the windows that let in the light	(Thumbs and forefingers form window.)
This is the door that shuts so tight	(Hands straight side by side.)
This is the chimney so straight and tall	(Arms up straight.)
Oh! What a good house for one and all.	(Arms at angle for roof.)

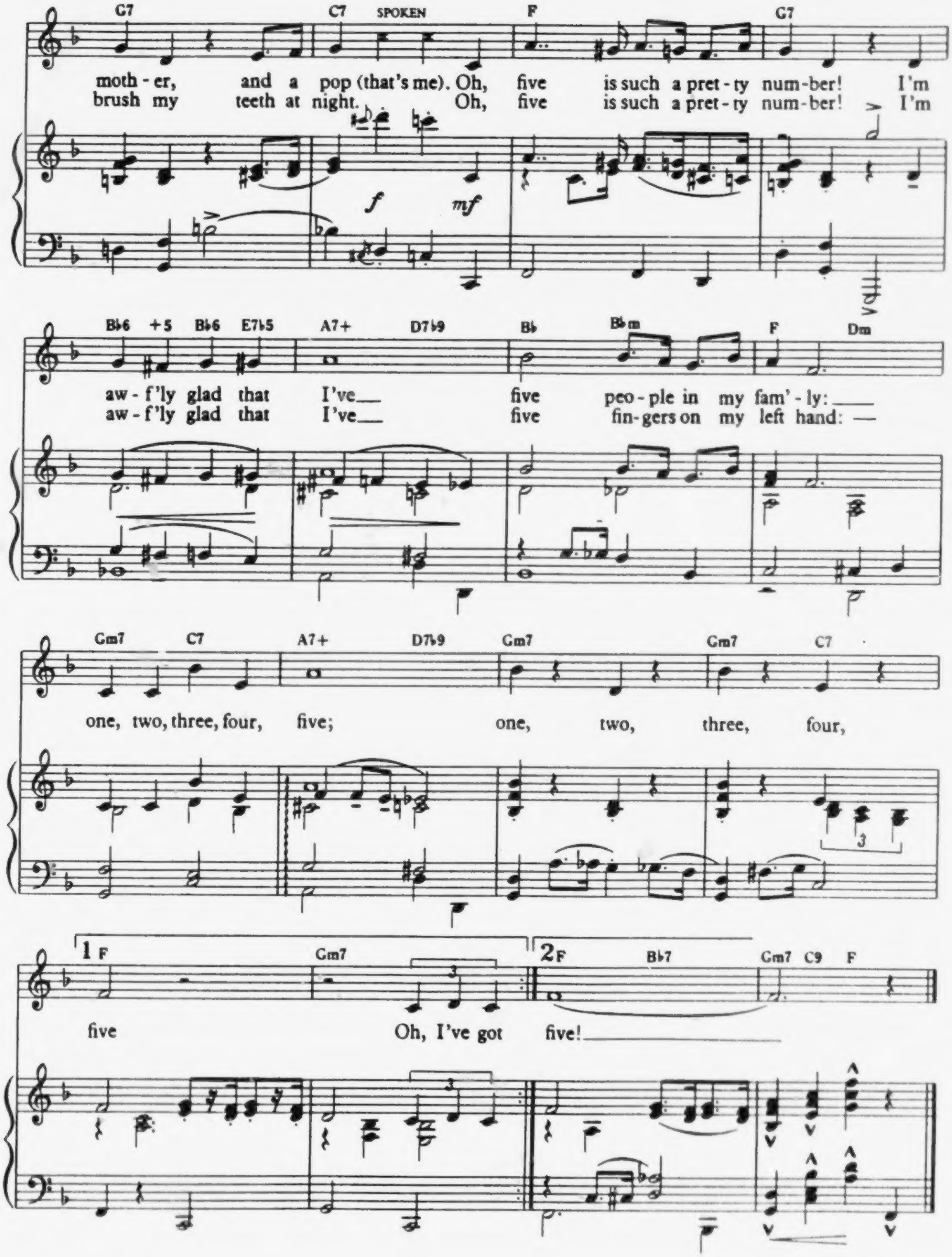
From: Liz Cromwell, Dixie Hibner, and John R. Faitel, Finger Frolics (Livonia, MI: Partner Press, 1983), p. 19. Permission pending.

Five People In My Family

Words and music by Jeffrey Moss


Soft Shoe
Oh, I've got
mf
mf
3
A tempo
F
Dm7
G7
C7
1. five peo - ple in my fam' - ly, and there's not one of them I'd
2. five fin - gers on my left hand; I've got five fin - gers on my
mf
F
C7
F7
Bb
F
swap. There is a sis - ter, and two broth - ers, and a
right. Five fin - gers help me wave good mor - ning, Help me

From: Joe Raposo and Jeffrey Moss, The Sesame Street Song Book (New York: Simon and Schuster, 1971), pp. 18-19. Copyright 1969 Festival Attractions, Inc. ASCAP. Permission pending.


G7 C7 SPOKEN F G7
moth - er, and a pop (that's me). Oh, five is such a pret - ty num - ber! I'm
brush my teeth at night. Oh, five is such a pret - ty num - ber! I'm
f mf
B♭6 +5 B♭6 E7♭5 A7+ D7♭9 B♭ B♭m F Dm
aw - f'ly glad that I've five peo - ple in my fam' - ly:
aw - f'ly glad that I've five fin - gers on my left hand: —
Gm7 C7 A7+ D7♭9 Gm7 Gm7 C7
one, two, three, four, five; one, two, three, four,
1 F Gm7 2 F B♭7 Gm7 C9 F
five Oh, I've got five!
3

Ten Brave Firemen

Ten brave firemen sleeping in a row,	(Finger curled to make sleeping men.)
Ding, dong, goes the bell,	(Pull down on the bell cord.)
And down the pole they go.	(With fists together make hands slide down pole.)
Off on the engine oh, oh, oh.	(Pretend to grasp a nozzle with fists as if using a hose.)
When all the fire's out, home so-o-slow.	
Back to bed, and in a row.	(Curl all fingers again for sleeping men.)

From: Liz Cromwell, Dixie Hibner, and John R. Faitel, Finger Frolics (Livonia, MI: Partner Press, 1983), p. 81. Permission pending.

The Little Turtle

There was a little turtle	
He lived in a box.	(Make shape of box with hands.)
He swam in a puddle	(Make swimming motion with hands.)
He climbed on the rocks.	
He snapped at a mosquito,	(Snap hands together.)
He snapped at a flea,	(Snap hands together.)
He snapped at a minnow,	(Snap hands together.)
And he snapped at me.	(Snap hands together.)
He caught the mosquito	(Make hands catch.)
He caught the flea.	(Make hands catch.)
He caught the minnow	(Make hands catch.)
But he didn't catch me.	(Shake head "no" and point to self.)

Five Little Clowns

Five little clowns walk on stage.	(Teacher's right hand fingers pointing down in a walking motion.)
This little clown tells his age.	(Right pinkie up.)
This little clown has a red suit.	(Right ring finger up.)
This little clown is very cute.	(Right middle finger up.)
This little clown is very sad.	(Right pointer up.)
This little clown is glad.	(Right thumb up and wiggle.)
Five little clowns walk off stage.	(Continue left to right motion by moving right hand fingers pointing down to instructor's left.)

From: Liz Cromwell, Dixie Hibner, and John R. Faitel, Finger Frolics (Livonia, MI: Partner Press, 1983), p. 76. Permission pending.

RHYTHMS

All the finger plays and songs we have listed provide opportunites for children to develop fine and gross motor skills. They can respond spontaneously and naturally by:

.clapping
.tapping
.spinning
.twirling
.tip-toeing
.marching
.stamping
.nodding
.jumping
.walking
.galloping
.skipping
.hopping
.wiggling

Fall Leaves

One leaf and two leaves
Tumbling to the ground,
Three leaves and four leaves
Make a rustling sound.
Five leaves and six leaves
Twirling all around,
Seven leaves and eight leaves
Whirling in a mound.
Nine leaves and ten leaves--
A north wind comes along,
And blows every leaf away
And that ends my song!

(Ask children to pretend to be leaves. As the North Wind blows, they scurry about the room, twirling, spinning and falling to the ground.)

Adapted from: Louise Binder Scott, Rhymes for Learning Times: Let's Pretend Activities for Early Childhood (Minneapolis, Minn.: T.S. Denison & Co., Inc., 1983). Permission pending.

Hambone

Hambone, Hambone have you heard?
Papa's gonna buy me a mockingbird.
If that mockingbird don't sing
Papa's gonna buy me a diamond ring.
If that diamond ring don't shine
Papa's gonna buy me a fishing line.
Hambone, Hambone, where you been?
Around the world and I'm going again.
Hambone, Hambone where's your wife?
In the kitchen cooking rice.

Movements:

Children can be seated and clap hands, or use wooden sticks to clap in the following manner:

Lines 1 & 2 - Alternate clapping hands and knees.
Lines 3 & 4 - Alternate clapping hands and thighs.
Lines 5 & 6 - Alternate clapping hands and chest.
Lines 7 & 8 - Alternate clapping hands and shoulders.
Lines 9 & 10 - Alternate clapping hands and head.

Here We Go 'Round the Mulberry Bush

Here we go 'round the mulberry bush,
The mulberry bush, the mulberry bush,
Here we go 'round the mulberry bush,
On a cold and frosty morning.

This is the way we wash our hands,
Wash our hands, wash our hands,
This is the way we wash our hands,
On a cold and frosty morning.

(Repeat first stanza.)

This is the way we wash our clothes,
Wash our clothes, wash our clothes,
This is the way we wash our clothes,
On a cold and frosty morning.

(Repeat first stanza.)

This is the way we go to school,
Go to school, go to school,
This is the way we go to school,
On a cold and frosty morning.

(Repeat first stanza.)

This is the way we come out of school,
Come out of school, come out of school,
This is the way we come out of school,
On a cold and frosty morning.

(Repeat first stanza.)

(Children form a circle and walk towards the left. They stop to dramatize the various actions in the song.)

GAMES: Action Games

Going to Kentucky

Going to Kentucky,
Going to the fair,
To meet a Senorita
With flowers in her hair.
Shake it, shake it, shake it,
Shake if you can.
Shake it like a milkshake
And do the best you can.
Rumble to the bottom,
Rumble to the top,
And turn around and turn around
Until you make a stop.

(Children form a circle and one child is chosen to be the leader. That child stands in the center of the circle and everyone sings. The child in the center of the circle spins around with eyes closed and finger extended. When the song ends, the child to whom the finger is pointed goes into the center of the circle.)

Squirrels in Trees

Groups of 3 players form a hollow tree. Inside each tree, a fourth player is a squirrel. Only 1 squirrel may occupy a tree.

There are 2 or more squirrels without trees. At a signal from the teacher, all squirrels must find new trees.

Provide opportunity for all children to be squirrels. Allow enough space.

From: Division of Curriculum and Instruction, Physical Education: A Movement Approach (New York: Board of Education of the City of New York, 1979), p. 20.

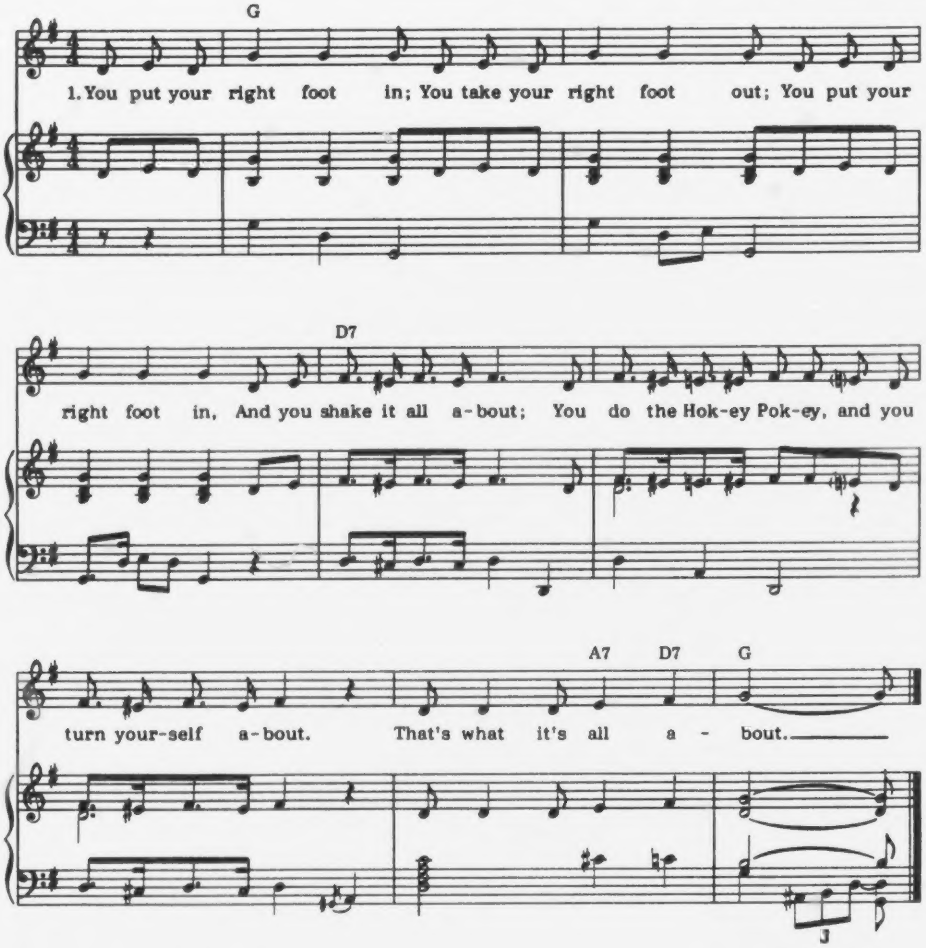
Gray Rabbit

Single circle, players facing center; a player, selected as runner, is outside the circle.

The player runs part way around the circle, tapping each child and repeating "Brown Rabbit." When player says "Gray Rabbit," the second player chases the runner around the circle. If the gray rabbit tags the runner before the vacated place is reached, the gray rabbit becomes the new runner; if not, the first runner takes another turn.

From: Division of Curriculum and Instruction, Physical Education: A Movement Approach (New York: Board of Education of the City of New York, 1979), p. 18.

The Hokey Pokey



G
1. You put your right foot in; You take your right foot out; You put your
D7
right foot in, And you shake it all a-bout; You do the Hok-ey Pok-ey, and you
A7
D7
G
turn your-self a-bout. That's what it's all a - bout.
3

2. You put your left foot in;
You take your left foot out;
You put your left foot in;
And you shake it all about;
You do the Hokey Pokey,
And you turn yourself about.
That's what it's all about.

3. You put your right hand in;
You take your right hand out;
You put your right hand in,
And you shake it all about;
You do the Hokey Pokey,
And you turn yourself about.
That's what it's all about.

4. You put your left hand in;
You take your left hand out;
You put your left hand in;
And you shake it all about;
You do the Hokey Pokey,
And you turn yourself about.
That's what it's all about.

5. You put your right shoulder in;
You take your right shoulder out;
You put your right shoulder in,
And you shake it all about;
You do the Hokey Pokey,
And you turn yourself about.
That's what it's all about.

From: Tom Glazer, Do Your Ears Hang Low?--Fifty More Musical Fingerplays (Garden City, NY: Doubleday and Company, Inc., 1980), p. 35. Permission pending.

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Extending the Learning Environment

Children in the early years of school learn best through concrete experiences which provide them with many opportunities for observing, exploring and discovering. These important ways of learning, which are supported in the classroom, can be further developed through carefully planned trips to the wider community. Trips give children pleasant firsthand experiences on which to develop and build concepts and skills, and stimulate children to express themselves using a variety of media and materials.

Trips are learning experiences that enrich the curriculum and give children a common basis for play, conversation and information gathering. Trips give Kindergarten children the opportunity to:

- get a firsthand view of the world.
- sharpen their observational skills.
- obtain information.
- orient themselves spatially and geographically.
- clarify their thinking.
- express new ideas.
- deepen their understandings.
- enlarge their vocabulary.

While they are excellent resources for materials and information, trips should also be enjoyable and satisfying experiences for children.

PLANNING TRIP ACTIVITIES

Before The Trip

Planning is crucial if trips are to become pleasant and meaningful experiences that satisfy children's interests and meet their learning needs.

To plan for an organized and safe trip the teacher should:

- pre-visit the trip site to find out about existing facilities such as food areas, rest rooms and water fountains.
- plan a schedule which includes enough time for travel, rest-room stops and lunch, as well as for the learning activity.
- make transportation arrangements when necessary.
- review rules of expected behavior with the children.
- distribute and collect a parent consent form for each child.
- plan for an alternate activity in case the trip is cancelled.
- invite several parents to share the experience and assist with supervision.
- organize the class into several small groups, with an adult assigned to each. This arrangement will not only help with safety but will give children the opportunity to have more questions answered during the trip.
- prepare a name tag for each child.

Kim Brown
Kgn. 2
P.S.____ Brooklyn

To insure that the trip will be a valuable learning experience, the teacher should:

- make sure the trip is developmentally appropriate.
- base the trip on children's interests.
- relate the trip to the ongoing curriculum.
- identify objects or places, during a pre-visit to the trip site, that will be of special interest to the children.
- discuss with the children what they will observe.
- speculate with the children about what they might discover.
- record the children's prognostications on a chart, for checking after the trip (a possible title for the chart is "Some Things We Might See at the Firehouse").
- display some books related to the trip theme. By looking through the books children will broaden their information base in preparation for the trip.
- prepare trip boards and related materials. (See section on trip boards.)

During the Trip

In order to make the trip a productive learning experience, the teacher should:

- collect all lunches and place them in large plastic bags, leaving the children free to work on trip-board activities.
- help children focus their attention on specific points of interest.
- encourage the children to observe carefully.
- support children's discussions about what they see.
- encourage children to collect objects when it is appropriate.
- take photographs to record the trip events.

After the Trip

Organizing new information, clarifying data, and recreating trip activities will help children deepen their understandings.

The teacher should provide children with many opportunities for maximizing the trip experience. These may include the following:

- Writing and Language Development

- recording answers to questions on class charts
- verbally describing places or things viewed on the trip
- verbally describing the traveling process, including sequence of events, feelings on the vehicle, and favorite part of the trip
- answering questions by recording responses on tape recorders; recording follow-up discussion on tape
- dramatizing--skits, plays
- writing captions for photographs taken on the trip
- sequencing photographs taken on the trip
- writing individual books about the trip, using photographs as illustrations
- pantomiming an action or event seen on the trip
- contributing to a cooperative story, poem or experience chart
- looking at books or filmstrips related to the trip
- organizing data recorded on trip-board activity sheets
- contributing to a class booklet
- singing related songs

- Art Media and Other Modes of Representation

- painting or drawing
- building with blocks
- making wood models
- cooking foods related to an aspect of the trip
- creating dioramas
- creating group murals
- making maps, using strips of paper or blocks
- modeling with clay
- making puppets or dolls

- Mathematics and Science

- collecting data
- collecting realia
- sorting and classifying
- counting
- using senses to make observations
- graphing

TRIP BOARDS

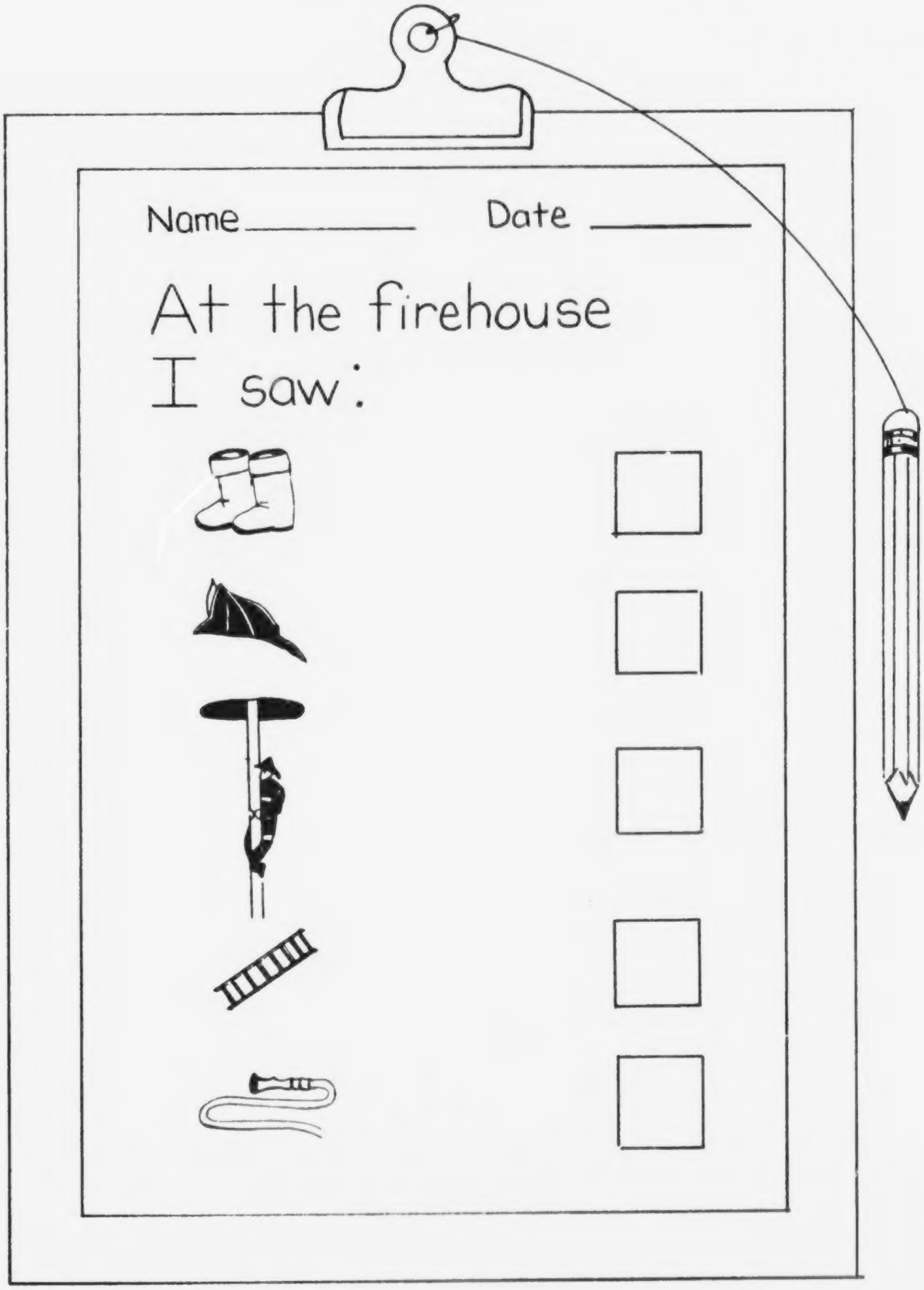
Trip boards are devices which enable children to carry worksheets that have been specifically designed for use during a field trip. These worksheets should be an outgrowth of class discussions about what will be seen on a forthcoming trip. Trip-board activities can help children focus on specific aspects of a trip. A variety of assignments may be given, such as recording sights en route, drawing something of interest, or indicating with a mark each time an object or a place is seen.

Trip boards can be made from a variety of materials including: cardboard, plywood, small chalkboards, shirtboards, or clipboards. A clothespin, paper clip, or easel clip can be used to fasten the worksheet to the trip board.

Trip boards can be used:

- to encourage careful observation.
- to help focus children's observations.
- for the collection of data.
- as a record of children's work.
- to help plan future activities.
- as pages in a trip book.

SAMPLE TRIP BOARD 1



Name________ Date ________

At the firehouse
I saw:

☐

☐

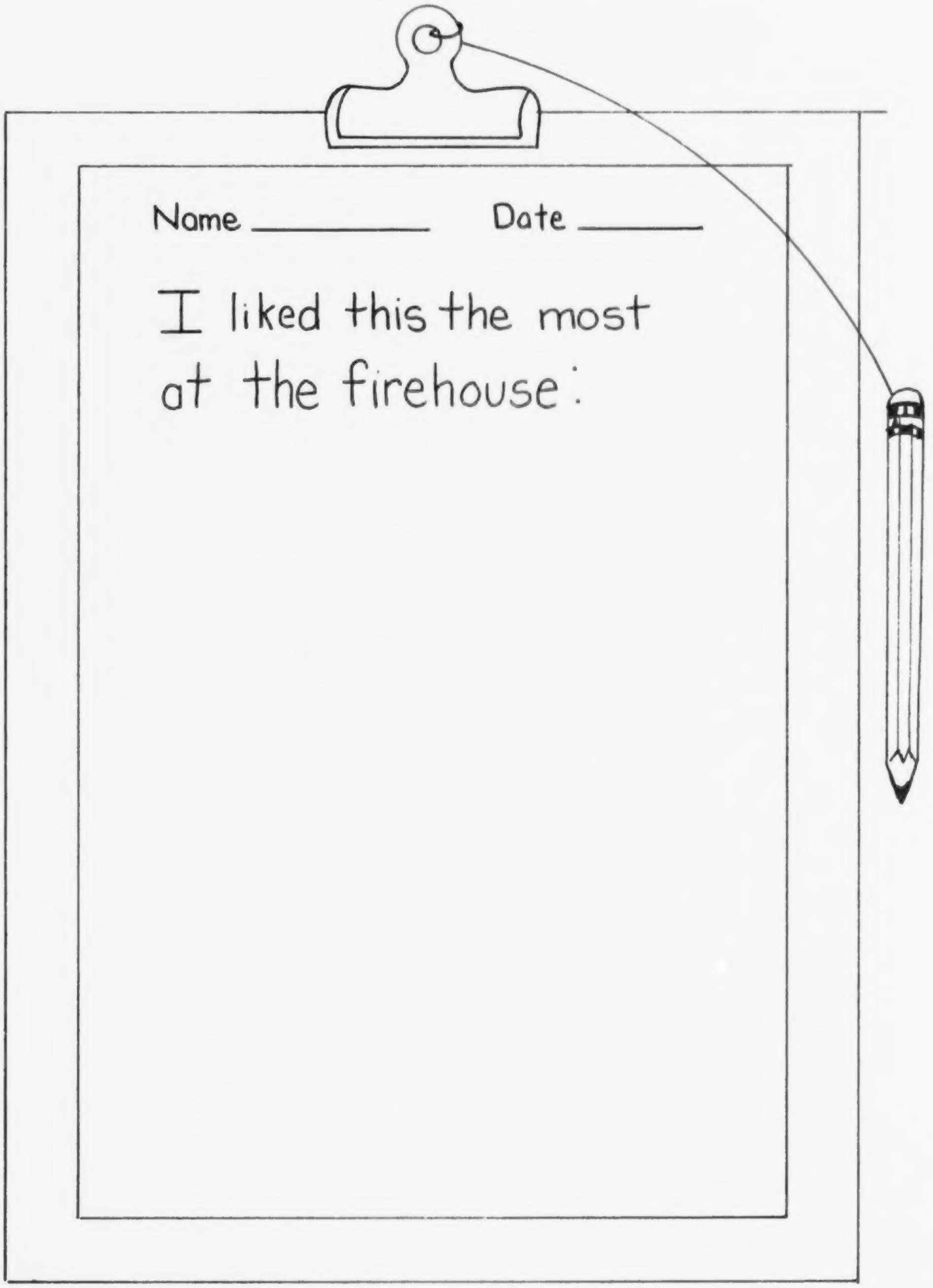
☐

☐

☐

A large chart, which is a replica of this trip-board activity sheet, should be prepared by the teacher. After the trip, the teacher could ask how many children saw each item. The children could check their sheets and respond. The teacher could then record that information on the large chart.

SAMPLE TRIP BOARD 2



Name ________ Date ______

I liked this the most at the firehouse:

The completed sheets from this trip board could be displayed on a bulletin board, or could become part of a class book.

SUGGESTED TRIPS

IN THE COMMUNITY

1. Local stores and businesses:

   - fruit and vegetable stand
   - bakery
   - haircutting salon
   - fish store
   - supermarket
   - pet shop
   - florist
   - shoe repair shop
   - manufacturing plants
   - pizza shop
   - butcher shop
   - gas station
   - hardware store

2. Community helpers:

   - the firehouse
   - the police station
   - the public library
   - the post office
   - the local council person
   - construction site
   - sanitation garage

3. Around the block:

   - houses
   - apartments
   - trees
   - sidewalk
   - animals, e.g., ants, birds, dogs
   - "looking up" walk
   - "looking down" walk

4. Transportation related:

   - cars
   - trucks
   - heliports
   - street repair sites
   - street signs
   - bicycles
   - motorcycles
   - airport

5. Natural phenomena:

- the river
- a garden
- a park
- seasonal walks to notice changes and collect things
- an after-a-rain walk
- a snowy-day walk
- a shadow walk
- a tree walk, or growing-things walk

6. Sights from the bus:

- road signs
- bridges, tunnels
- lights
- people
- cars
- trees
- buildings

ANIMALS	TELEPHONE
Bronx Zoo	212 220-5131
Central Park Children's Zoo	212 360-8288
Flushing Meadow Zoo	718 699-7239
High Rock Park Conservation Center	718 987-6233
Jamaica Bay Wildlife Refuge	718 474-0613
New York Aquarium	718 266-8540
Prospect Park Children's Zoo	718 965-6586
Staten Island Zoo	718 442-3100
William Davis Wildlife Refuge	718 698-1803

GARDENS/PARKS	
Alley Pond Environmental Center	718 229-4000
Alley Pond Park	718 520-5371
Brooklyn Botantical Garden	718 622-4433
Clove Lake Park	718 422-7640
Forest Park	718 520-5338
Gateway Environmental Study Center	718 252-7307
New York Botanical Garden	212 220-8700
Queens Botanical Garden	718 886-3800
Wave Hill Center for Environmental Studies	212 549-2055
Flushing Meadow Park	
Prospect Park	

MUSEUMS

American Museum of Natural History	212 873-4225
Brooklyn Museum	718 638-5000
Brooklyn Children's Museum	718 735-4400
Fire Department Museum	212 570-4300
Hall of Science	718 699-0005
Hayden Planetarium	212 873-5714
Museum of the American Indian	212 283-2420
Police Academy Museum	212 477-9753
Queens Museum	718 592-2405
South Street Seaport Museum	212 669-9400
Staten Island Children's Museum	718 273-2060
Statue of Liberty	212 732-1236
Transit Museum (New York Public Transit Exhibit)	718 330-3060

PERFORMANCES

Brooklyn Academy of Music	718 636-4100
Floating Hospital Children's Theatre	212 685-0193
Lincoln Center for the Performing Arts	212 877-1800
Marionette Theater	212 988-9093
92nd Street Y	212 427-4410
Town Hall	212 840-2824

TRAVEL

J.F.K. Airport	718 656-4525
Port Authority Bus Terminal	212 502-2404
Staten Island Ferry	212 806-6940
Heliport	212 973-3528

Computers in the Classroom

Many people believe that computers can help achieve the important goals of:

- promoting social interaction.
- teaching children to think.
- teaching children to use higher-level problem-solving skills.
- putting children in control of their learning.

These goals have always been a part of a good early childhood program and computers can be considered one of many tools for instruction.

When working with computers, children are not working directly with materials in the environment but rather with a screen that has a representation of the environment. It may be necessary for children to work out problems with three-dimensional objects before moving into symbolic learning.

Computers are not only used to teach academic skills but also as a creative, problem-solving tool as well as a vehicle to promote writing development. Like any other tool computers need to be introduced to teachers, parents and children, and their capacities and limitations noted. Once adults and children are familiar with the computer and its basic functions it can be used in many situations.

The Computer Center

The computer center can be established as a supplementary activity in the kindergarten classroom. Computers find a place among early childhood activities such as blocks and books. They are not a replacement for such activities but can be one element of an enriched environemnt. Their use should be integrated into the curriculum. The computer is a learning tool and should be included in thematic planning just like the materials in other learning centers.

The computer should be introduced gradually and the one or two applications that are chosen can be implemented slowly. Children can rotate into the computer center in groups or choose the computer center on an individual basis. If educational assistants and/or parent volunteers are available, they can deal with questions or problems the children have as they arise.

Some rules for use of the computer to consider are:

- Use the computer fairly.
- _____ people at a time.
- Don't give other people the answers. Let them do it themselves.
- Take care of the disks. Touch them only on the label.
- Use clean hands and don't eat or drink near the machine.
- Take care of the computers. Press keys, do not pound them.
- Put everything away when done.

Software

There are many software programs designed for five-year-olds. Software should be previewed before purchasing to assure its appropriateness for young children and to determine its usefulness. Some programs are available in school versions that include valuable teacher materials.

Teachers must make sure that software is consonant with early childhood education principles. When evaluating a program, ask yourself: "Does the program...":

- encourage socialization and the development of a positive self concept?
- allow for intrinsic motivation?
- have multiple solutions and encourage active exploration?
- provide practice in setting goals and predicting events?
- encourage transfer by allowing children to discover relationships by themselves and providing opportunities to apply these principles?
- provide for feedback that is linked to the child's activity?
- emphasize the child's active participation?
- allow for the adjustment of learning opportunities for children differing in intellectual abilities, interests, and ways of learning?

Programs should be easy to use for both children and teachers. The program should start up easily and continue to run. Instructions and routines should be simple and help or reminders should be included when needed. The input for the program should be simple, such as hitting a single key. The level of difficulty should be appropriate also in terms of attention span, level of reasoning, and ease in loading.

Word Processing

Word processing programs for Kindergarten and primary-grade children are available. Children using these programs can write stories, erase and insert words easily. These programs help children in their composing by helping them focus on content rather than on the mechanics of writing. The word processor program allows children to play with written words almost the way they play with clay. The words can be changed over and over with ease.

Programming

Kindergarten children may be capable of programming computers and using them to improve thinking abilities. Seymour Papert, one of the developers of Logo, poses the question, "Will computers program children or will children program computers?"

When young children engage in programming activities they are not developmentally ready for, a great deal of individualized instruction and preparation time is needed to help them. What kind of problems or projects would five-year-olds need to program? The programming possibilities at this age are limited.

It has been claimed that programming has the potential of expanding the intellectual capabilities of learners, making them inventors. Through programming, one gives a computer a set of instructions so that it can perform a certain task. This is a creative activity, which develops divergent as well as convergent thinking abilities.

To prepare a child for programming teachers need to develop the child's ability to follow directions, sequence, classify and locate and fix mistakes. These are the same skills already needed to solve problems in the classroom.

One example of an appropriate computer program for young children is the making of geometric shapes using Logo. Children learn how to write a sequence of commands and draw and manipulate shapes on the screen. The Logo language gives children the opportunity to become computer programmers and to plan solutions to problems. Children will develop computer literacy as well as problem-solving techniques and creative thinking skills. Children can also learn how to alter background colors and move objects and "sprites" about on the screen.

The following activities are taken from the 1983 New York City Board of Education publication, Computer Literacy: Elementary Grades.

Sample Activities:

- Play "Follow the Leader" using the commands FORWARD and RIGHT. Call out each command as you perform the action. (FORWARD 3 steps, turn RIGHT and face the cubbies.)

- Use masking tape or chalk to outline a simple maze on the floor. Have children take turns guiding each other through the maze by using the commands FORWARD and RIGHT.

- Play "Follow the Leader" using the commands BACK and LEFT. Call out the commands as you perform the action. (BACK one giant step, turn LEFT and face the windows, BACK one hop.)

  - Vary this game by having the children function as leaders. Remind them to call out the actions as they are performed.

- Play a directions game with the children. Issue simple commands stressing BACK and LEFT, but do not perform the action. Some samples are:

  - Turn LEFT and face the _______ (windows, doors, clock).
  - Take 1 hop BACK.
  - Turn LEFT and face the _______ (sink, closet, desk).
  - Take 3 jumps BACK.

Section 4
The Interactive Teacher

The Interactive Teacher

Discussion!
Dialogue!
Discourse!

These (verbal) interactions are essential to the intellectual growth of five-year olds. Children's thought processes are clearly evident when they are engaged in verbal interactions with teachers who understand the learning process.

The interactive teacher acts as a facilitator:

- modeling appropriate language forms
- encouraging language
- asking appropriate questions
- supporting ideas
- clarifying thinking
- extending thinking
- expanding concepts
- giving positive reinforcement
- building children's positive self-concept

The interactive teacher acts as an interested listener:

- giving children ample time for verbal expression
- helping children listen to each other
- using encouraging non-verbal responses (e.g., a smile, a nod)
- inviting children to raise their own questions
- encouraging children to seek their own answers
- perceiving the children's evolving concepts

In order to use language and develop concepts, children need something to talk about. In this manual, you are presented with a program that offers genuine intellectual content. Through planned curriculum and stimulating classroom environment, a teacher can inspire children to use language and develop concepts. The quality of the interaction between teacher and child can either nurture this development or deter it.

In the dialogues presented below we illustrate how teachers can foster intellectual growth and language development.

Speaker	Language	Teacher as Facilitator
Child 1	"My blocks fell down."	
Teacher	"Why do you think that happened?"	- Asking a question to stimulate thinking
Child 1	"I don't know."	
Child 2	"Let's put them up again."	
Teacher	"How do you think you can do it so the blocks won't fall down?"	- Extending thinking - Encouraging children to seek their own answers
Teacher	(LATER) "I see you put the larger blocks on the bottom this time."	- Supporting ideas - Giving positive reinforcement
Child 1	"It didn't fall down."	- Perceiving evolving concepts
Teacher	"Putting the larger blocks on the bottom helped, didn't it?"	- Reinforcing concepts

Speaker	Language	Teacher as Facilitator
Child 1	"I saw a boat like this at my Uncle Joey's."	- provided a variety of model boats in classroom to encourage language
Teacher	"How is it like the boat you saw at your Uncle Joey's?"	- asking questions - clarifying thinking
Child 1	"It's blue and it has these white things on top."	
Child 2	"You mean sails. Those things are sails."	
Teacher	"That is what they are called. They are called sails."	- giving positive reinforcement - encouraging specific language

Speaker	Language	Teacher as Facilitator
Child 3	"I went to the circus!"	- listening
Teacher	nods, smiles, looks interested	- expressing interest facially (non-verbal responses)
Child 3	"The elephant was funny! He got up on two legs and he almost walked. He kept moving his head up and down."	- listening to child's complete statement
Teacher	"When you talked about the elephant, Juan, you made a picture with your words because you described him so well. I know just what that elephant looked like. I'm glad you shared that with us."	- encouraging descriptive language by giving specific feedback - expanding concepts by defining descriptive language - building child's positive self-concept

Janine	"I don't got no juice."	- listening
Teacher	"I don't have any juice either. Kevin, would you please bring some juice to Janine and me?"	- modeling appropriate language forms
Aldo	"I got me a sandwich"	- listening
Rosa	"Mine's twinkies. I don't like no sandwich."	- listening
Teacher	"I have a sandwich. I don't like sweet foods for snacks. I like crackers though."	- modeling appropriate language forms

Andrea Pack,[1] interested in the children's awareness of the intensity of daylight because of the snow's reflective properties, reports the following discussion:

Speaker	Language	Teacher as Facilitator
Teacher	"How did your eyes feel in all that brightness?"	- asking a question that elicits many possible answers
G.	"Cold."	
E.	"Hot."	
L.	"Sunny! My eyes felt sunny...it got in my eyes. I couldn't see. The sun was in my eyes."	
E.	"It burned -- because I couldn't look up. The sun was in my eyes."	
R.	"I felt happy because it looked sunny."	- allowing time for diverse responses
E.	"I'm thinking about food to eat."	
Teacher	"Food to eat...hmm."	- supporting ideas - perceiving children evolving concepts - encouraging children to seek their own answers
P.	"I know...sunny over eggs.	- listening
K.	"The eggs are sunny...looks like the sun."	
Teacher	"What color is an egg?"	
G.	"White...no, yellow."	- using encouraging non-verbal responses
E.	"Yellow and white."	
L.	"Only white if the shell is on."	- listening
E.	"Without the shell, yellow and white."	- giving children time for verbal expression
G.	"White and yellow...outside is white and inside is yellow."	

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[1] Pack, Andrea L., "From the Known to the Unknown; Imagery and Metaphor in Child Language" Unpublished paper, New York University, 1978.

Speaker	Language	Teacher as Facilitator
Teacher	"What part of the egg looks like the sun?"	- supporting ideas - clarifying thinking
E.	"The round part."	
En.	"The yolk."	

There are surprisingly few examples of children's questions in the research into children's language. Where the teacher observes that children in the class seldom ask questions, activities such as the following may encourage the growth of this important language form:

A mock TV panel show. One child pretends to be someone famous, E.T. here, and the children may ask questions to find out what they would like to know about the character:

Speaker	Language	Teacher as Facilitator
Child 1	"Do you go to school?"	
"E.T."	"No."	- inviting children to ask questions. (Where needed, teacher models appropriate language forms.)
Child 2	"Are you cold?"	
"E.T."	"Yes. I wear a blanket sometimes."	

In a Direct Instruction Activity:

Speaker	Language	Teacher as Facilitator
Teacher	(Shows picture of a square.) "Let's talk about this shape. What does it look like?"	- asking questions
Child 1	"It has a line."	

Speaker	Language	Teacher as Facilitator
Child 2	"It has four lines."	
Teacher	"What can you tell about the lines?"	- clarifying thinking
Child 3	"They look the same."	
Teacher	"Sara, say a little more about that. How are the lines the same?"	- giving positive reinforcement - clarifying thinking
Child 3	"They're all straight."	
Teacher	"Yes. They are all straight." (Shows picture of another square.)	
Teacher	"How is this the same as that?" (points to first picture used)	- expanding concepts
Child 2	"That has four lines, too."	
Teacher	"How else are these two shapes the same?"	- clarifying thinking
Child 4	"The lines are straight, too."	
Teacher	"Is there anything else you can say about them?"	- expanding concepts

Speaker	Language	Teacher as Facilitator
Child 5	"They just look the same."	
Teacher	"Yes, they do. Let's look at this picture." (Shows picture of rectangle).	- positive reinforcement
	"Is this the same as our first shape?"	- expanding concept
Child 1	"That's not the same. It's different."	
Teacher	"How is it different?"	- clarifying thinking
Child 1	"It's longer."	
Child 6	"It's bigger."	
Teacher	"What makes it look longer?"	- clarifying thinking - models correct language form
Child 3	"Some of the lines are bigger."	
Child 4	"You mean longer."	
Teacher	"How many lines are longer?"	- clarifying thinking - models correct language form
Child 8	"Two are long and two are little."	
Child 4	"You mean short."	

These dialogues are included to illustrate some examples of the actions of the interactive teacher as facilitator and the interactive teacher as interested listener. Undoubtedly, exemplary models will be heard each day in the classroom of the alert All-Day Kindergarten teacher.

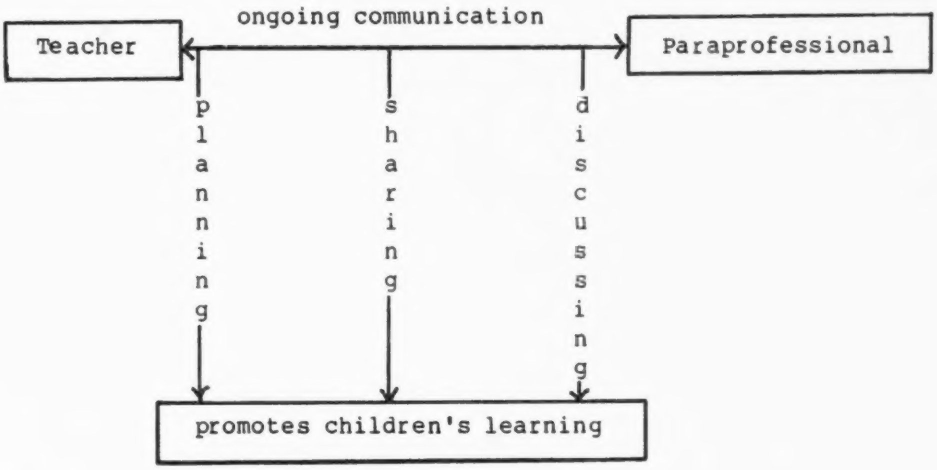
Section 5
Working Together

Classroom Assistants

Many All-Day Kindergarten classes will be fortunate in having a paraprofessional, parent or community volunteer assistant and/or student teacher. These adults can support the teaching/learning process in providing for:

- additional small group activities, such as making play dough, playing a lotto game, telling a story.
- individual attention, observing a child's behavior patterns.
- preparation of materials.
- group activities outside of the classroom, such as a trip within the school, picking up lunch or snack in the lunchroom, borrowing books from the school library.
- other activities according to the assistant's skills and interests (i.e., some assistants may play a musical instrument or have skills in working with wood or other raw materials).

When classroom assistants are available on a regular basis, the teacher may be able to implement a team-teaching approach. While the teacher is the educational leader of the team, both the teacher and the paraprofessional can work together to guide children's development, in a climate of mutual respect, purposeful cooperation and support for one another.



The adult team in the All-Day Kindergarten recognizes the importance of adult-child interaction during this critical year of growing and learning. The teacher and paraprofessional discuss the following adult behaviors which encourage each child's individuality and the implementation of these behaviors in the classroom:

- sitting, squatting or stooping down to a child's eye level when speaking face to face.
- demonstrating care by patting children on the shoulders.
- listening attentively as children speak.
- encouraging children to grow in independence and self-reliance.

- commenting on what a child is doing without making value judgments, i.e., "You worked hard on your yellow and red fingerpainting."
- speaking clearly and slowly so that children can understand.
- accepting children's emotions and modeling appropriate emotional expression.
- guiding children's behavior with positive reinforcement.

The teacher and paraprofessional can participate in daily and long-range planning--working together to prepare materials and exchange ideas for class activities. Specific examples include:

- planning to make a collage about "What I Like To Eat," and preparing materials in trays for children to use.
- planning for children to make soap bubbles at the water table and setting up liquid detergent, aprons, plastic rings and straws in the interest area.
- discussing a planned trip to the neighborhood "bodega" and activities to introduce children to the ethnic foods they will see.
- talking about the Chinese New Year and ways in which children will celebrate this event.
- gathering utensils and preparing food for a cooking activity.
- providing time to share skills. The teacher might model techniques in working with a flannel board. The paraprofessional may know how to care for a pet animal or sing songs in a language other than English.

Along with planning for daily activities, the team can meet regularly to:

- establish consistent routines.
- share observations and insights into classroom situations and the needs of individual children.
- discuss aspects of child development, i.e., children grow at different rates and have different learning styles.
- discuss the overall development of the program.

During the school day, the teacher and the paraprofessional interact in many ways. They share their involvement with the children, as well as responsibilities for routines and activities.

The Teacher	While the Paraprofessional
cooks applesauce with a few children.	walks around the room assisting in the other learning centers.
reads to a group of children.	reads to another group of children.
guides children in constructing paper bag puppets.	assists the child with special needs in each step of the activity.
announces a meeting time.	encourages children to put away materials and get ready for the meeting.

The Teacher	While the Paraprofessional
speaks with two children about their writing piece.	listens to and observes the other group of children who are also engaged in the writing process.
teaches a simple nursery rhyme.	joins with the children in reciting the verse.
leads the children on a neighborhood walk.	follows the group closely, attending to individual children as needed.
walks around room assisting children in interest areas.	makes fruit salad with three to four children.
talks to the children about a trip to the firehouse.	prepares name tags which children will wear on the trip.

In the process of working together, the teacher and paraprofessional may need to resolve problems involving issues of classroom management and instruction. One possible way to approach such problems is for the paraprofessional to assist the teacher in:

- clarifying the issue, limiting the discussion to one issue at a time.
- defining the problem in behavioral terms.
- discussing possible alternatives or solutions, focusing attention on how a specific strategy would meet children's needs and curriculum goals.
- selecting one approach or strategy and trying it out for a set amount of time.
- evaluating the effectiveness of the strategy in retrospect.

The teacher should recognize that the paraprofessional brings personal strengths and talents to the program. Opportunities to use these skills occur when the paraprofessional:

- participates in preservice and inservice staff development activities.
- assists individual or small groups of children with the day's planned activities.
- alerts the teacher to special needs of individual children.
- helps with classroom routines: arrival, snack, cleanup, lunch, toileting, dismissal.
- gives aid and encouragement to children with special needs.
- assists with necessary clerical work, collects trips slips and absence notes.
- accompanies the class on trips.
- helps organize materials and maintain classroom arrangements.
- prepares materials and displays for classroom and children's use.
- guides children in manipulating and using instructional equipment.
- listens to children as they speak and encourages interaction and conversation among them.
- plays games with a small group of children.
- reads stories to children.
- comforts children at special times.

- watches out for safety hazards and spills in the classroom.
- helps children develop good health practices, e.g., washing hands before eating and after toileting.
- utilizes own special talents and abilities with the children.

Every classroom is enriched by a classroom assistant because children gain by interacting with other children and with adults who are knowledgeable and caring.

The Two-Teacher Classroom

The single Kindergarten, organized with one teacher and twenty-five children, in an all-day program, can provide maximum opportunities for learning and development. Children are able to move more freely and use a greater variety of materials in a small group setting. However, because of limited physical facilities, it may be necessary to establish double Kindergartens in some schools. Double Kindergartens are housed in a room which is a unit-and-a half or larger. They operate with two full-time licensed teachers and forty to fifty children. In situations where there is limited availability of classrooms, a double Kindergarten may have as many as 50 children on register with two full time licensed teachers assigned to the class. When one teacher is relieved by a cluster teacher, the other teacher remains either to assist and support, or to involve one-half of the children in a separate activity. For example, if a cluster teacher takes one group to the library, one teacher could remain in the class or take the other half of the children for a walk to observe changes in the trees around the school block.

When double Kindergartens are established the following suggestions and recommendations should be noted:

- children work and play in one classroom with two teachers
- both teachers are actively responsible for all children throughout the day.
- children are grouped and regrouped by teachers according to special needs and projects.
- teachers plan cooperatively for all activities.
- teachers take responsibility for developing special activities according to their skills and interests, e.g., one teacher may be more musical or artistic; another may be interested in developing science and mathematics activities.
- on-going communication is essential.
- teachers cooperate in the ordering, storing, maintaining and sharing of materials and equipment. It is suggested that one desk be shared by both teachers if the room is less than a double unit. The desk(s) should be used to divide centers of activity.

Benefits to Children

Children can benefit when:

- teachers work cooperatively to create a stimulating environment.
- routines are well organized.
- either teacher is able to meet all the children's needs.
- there is consistency in handling emotional and social situations.
- there is mutual respect and understanding of goals and procedures.
- teachers assist one another in many ways, such as:
  - . beginning the day with a total class meeting to establish patterns of activity, routines, special plans or projects. (Each teacher assumes part of this responsibility.)
  - . helping with clothing.
  - . working with small groups of children in developing skills.
  - . preparing materials.

- taking part of class to bathroom, on a trip around the school, to the library, gymnasium, outdoor play yard, or a walk around the block, while the other teacher works with the balance of the class in the Kindergarten room.
- working with children at clean-up time.
- playing piano or handling record player while the other teacher conducts rhythms.
- participating with group, while other teacher conducts/directs game or musical activity.
- grouping children for story and/or special activity. It is preferable to tell stories to children in smaller groups; if room is large enough, this could be a simultaneous activity.
- cooperating in establishing routines, signals for attention (chord on piano), standards for behavior, expectations, observational techniques, pupil assessment.

It is critical that the placement of equipment and furniture be given careful consideration in the two-teacher classroom. Large open areas of the room must be made available for class meetings, story time and rhythmic/gross motor activities.

- Open spaces used for block building are also used for class meetings and for telling stories.
- Tables in the housekeeping area, mathematics/science area, writing center and/or library area can be utilized for snack and lunch time.
- Tables can be up-ended and moved to the side daily to provide for additional space for large muscle development activities and/or another area for story time.

Double Kindergartens can provide children with a rich learning environment. Teachers in this assignment can learn and grow professionally by sharing their talents and learning from supporting one another.

Parent Involvement

The value of a strong home/school partnership during the early grades is widely recognized. Research shows that effective parent involvement programs help to improve children's school attendance, academic achievement and later social behavior.

As the Kindergarten year begins, the teacher will find that some parents/caregivers participated in the prekindergarten program. For others, this will be their first contact with school. As children's first teachers, all parents maintain a natural interest in how their youngsters develop and learn. The Kindergarten teacher capitalizes on this interest by listening to parent concerns and reaching out to involve them in meaningful ways.

In talking to parents, the teacher explains that the content of the Kindergarten program is based on the developmental needs of five-year-olds. This helps parents to understand that the Kindergarten curriculum is planned to support young children's need to learn through informal and first-hand experiences rather than through formal academic lessons.

Parent/caregivers who are made welcome, can enrich the Kindergarten program by serving as resources in the classroom, since they already have experience in doing things with their own children. The Kindergarten teacher's commitment to parent participation can create a firm base for continuous, productive home/school relations.

ESTABLISHING THE HOME/SCHOOL PARTNERSHIP

- It is essential to begin the partnership with the home thoughtfully and with sensitivity. For example, plans and actions need to reflect acceptance of varied family structures and the rich cultural diversity represented.

- In a multicultural setting, it may be necessary to establish communication with some parents through an interpreter or through translated letters. Some schools employ a "buddy" system to establish more widespread parent involvement. A non-English speaking parent is paired with a bilingual parent who encourages the newcomer to particpate in school life.

- A warm, caring atmosphere in the school is an invitation to parents. A Family Room or other special place for parent/caregivers to gather and discuss mutual concerns indicates that they are welcome in the school. Information addressed to parents can be posted on a bulletin board near the Kindergarten room if a separate room is not available.

MAKING CONNECTIONS EARLY IN THE YEAR

Teachers can help parents to feel welcome and to become involved in the educational process in a number of different ways. When choosing from among the following suggestions, it is important to bear in mind that appropriate times and means need to be found in order to make the efforts successful. For example, in a school where most parents must go to work, early morning, conferences/meetings may be best. If a school has more than one Kindergarten teacher, some teachers may pool groups of children while others meet with parents.

Efforts to make connections should start early in the year. Some schools begin with parent orientation meetings. In others, teachers meet with parents/caregivers for individual conferences. These meetings are used to share information about the Kindergarten program and about the children. They also give the teacher insight into parent expectations and concerns.

REPORTING TO PARENTS

As the year continues, teachers might wish to use those moments at the beginning and end of each day to speak with parents informally as they arrive at school or await dismissal. The teacher's spontaneous and positive comments will help parents become aware of daily plans, ongoing activities and children's progress. In turn, the parent might share the child's experiences at home. And the child will know that people care! Teachers should make every effort to be specific and non-judgmental at these times. The casual comments might include:

"Andrew shared his story with Tomas and Jose today."
"Nakeema zippered her jacket for the first time."
"Frederick knows how many "r"s are in his name."
"Luz used four different colors when she painted."
"Brian got on line this morning without pushing anyone."
"Did you know that Kim knows her telephone number?"

Planned personal conferences between the teacher and parents/caregivers of individual children are essential. When parents cannot come to school, a telephone conference may help. However, planned discussions with each parent should supplement informal "at the school door" conversations.

At the conference both teacher and parent share valuable information about the child. Some suggestions for the teacher follow:

- Start on a postive note.
- Be a good listener.
- Encourage and allow parents to share only information they are comfortable in discussing.
- Avoid confrontations and/or topics which may be unproductive.
- Allow time for questions.
- Avoid comparisons with other children.

Topics You May Wish to Discuss

- child's health and developmental history
- child's previous group experiences and play patterns
- child's interests at home
- child's initial adjustment to school
- the class program and goals
- uniqueness of the child
- parent role in supporting child development/learning
- parent involvement in school/class
- pupil progress in terms of class program and goals
- pupil's special abilities and talents
- pupil needs and planned teaching strategies

The Report Card

The Kindergarten Progress Report is a more formal way of communicating with parents. It is issued three or four times during the year, depending upon the individual school district. The purpose of the report card is to share information about the child's:

- personal and social development
- physical development
- intellectual development
- creative expression
- communication skills
- attendance
- special health needs

It is important to exercise sensitivity when writing comments on report cards. Statements which emphasize children's strengths will help:

- maintain positive relations with parents.
- parents to guide their children's development.
- build better home/school connections.

During the fall and spring reporting periods planned parent-teacher conferences complement the written reports. Therefore, whenever possible, parents should be invited to discuss the written report with the teacher. At these times it is suggested that the teacher have available a folder containing samples of children's work. A summary of the highlights of the conference by both parent and teacher can serve to clarify points shared.

PARENT PARTICIPATION

When parents are invited to participate in the Kindergarten program, it is important to let them know how they can be helpful.

A meeting can be held early in the year to discuss opportunities for parent/caregiver participation. At this meeting, one or more parent leaders can be identified. The leader(s) later convey information about the participation program to other parents and arrange a schedule. The schedule might be posted on the bulletin board or shared in a letter to parents.

Parents might:

- volunteer to read to children in the classroom.
- share hobbies and/or cultural artifacts.
- observe child behavior (a checklist guide should be provided)..
- tell the class about their occupations.
- accompany the class on trips.
- help mount student art and arrange bulletin boards.
- assist the teacher when an "extra pair of hands" are needed.
- cook/bake for parties and multi-cultural "banquets."

In the spaces below, the teacher can record other ideas for parent participation so that they will become part of this manual.

Other Activities

Group breakfasts, teas and workshops also help teachers and parents become partners in children's education. These might include:

- meetings in a Kindergarten room at which time participants explore materials and discuss how play activities help children develop and learn.

- workshops at which the teacher or invited leaders share ways to guide children's learning through home activities.

- workshops at which participants make or mend materials for the classroom.

- workshops at which parent/caregivers learn how to create simple educational games for their children.

- meetings which include discussions about child development and behavior, good nutrition or curriculum area content.

Communicating with parents in meaningful ways can sometimes be a difficult task. The class newsletter is a good vehicle for effective teacher-parent cooperation and communication. The teacher can select items for the newsletter from among the suggestions in the next section of this manual, "Helping Parents to Guide Children at Home." Parent and child contributions can be included as well. Those parents with special skills in typing, editing or illustration may find their niche in the parent involvement program. At the same time, through newsletter distribution, all parents can be kept abreast of classroom learning experiences, activities and future plans.

Although the suggestions for parent participation may require additional planning and preparation, the chances of children receiving enriched learning experiences though a home/school partnership are substantially increased.

HELPING PARENTS TO GUIDE THEIR CHILDREN AT HOME

One method which has been effective in initiating a positive home/school connection is a letter of welcome sent to parents/caregivers. The letter can contain information about school expectations and a few suggestions about parent/child interaction. The sample letter which follows can be used as is, or adjusted to meet individual needs, e.g., letters may be translated into the language used at home.

> Dear _________,
>
> P.S. _________ welcomes you and your child to an exciting year in All-Day Kindergarten. We know that you will want to show your child how interested you are in the school program.
>
> Some suggestions for things you can do at home are listed on the attached sheets.
>
> Please call ________ to make an appointment for an individual conference during which time we can discuss how we can work together to help your child succeed in school.
>
> Cordially,

OR

> Dear _________,
>
> Your enthusiasm about your child's Kindergarten activities will help the child to feel important and worthy. If you show delight about work which is brought home, your youngster will feel good and successful. Other suggestions are listed on the attached sheets.
>
> Plans are being made for your active involvement in the Kindergarten program. We look forward to your participation in workshops and in the classroom.
>
> Cordially,

SUGGESTIONS FOR KINDERGARTEN PARENTS

Greeting Your Child After School

Your after-school greeting and questions about the day's special experiences give your child the message that school is important. A question such as, "What did you do in school today?" may elicit responses such as, "nothing" or "Play." Instead you might ask, "Did you work in the block corner today? Who worked with you? What did you build? A bridge? We're going over a bridge tomorrow when we go to Central Park."

Home Habits that Will Help Children in School

Teaching good school habits at home is another way to foster children's adjustment to the new Kindergarten experience. Such interactions also can contribute to your child's developing pride in work done at school. You may find the following ideas useful:

- Attendance

  Coming to school every day and being on time are very important habits to establish in Kindergarten. You can stress the importance of school by encouraging good attendance and punctuality. It is helpful to get young children ready early enough so that they do not have to rush.

- Bedtime

  It is important to keep a set bedtime so that children get enough sleep and are well rested to begin the day.

- Nutrition

  An adequate breakfast helps children to be alert and energetic. Healthy snacks and nutritious meals contribute to the well-being of children.

- Safety

  For safety, children should know and be able to tell their first and last names, street address, and phone number. As you take the children to and from school, you can reinforce safety rules regarding traffic lights, while walking along and crossing streets.

- Developing Responsibility and Independence

  Organizing and managing responsibilities at home can help children learn and grow in many of the ways that are important for school learning. Children can begin with simple jobs and go on to more difficult ones.

Guide your child to:

- put away toys and games.
- keep room neat.
- complete specific jobs/tasks.
- help set and clear the table.
- learn to button, zip, and tie shoelaces.
- learn to put on clothing, shoes, and socks.
- learn to select and hang up clothing.
- tend to bathroom and personal grooming needs.

Children should be praised for a job well done!

- Getting Along With Others:

Help your child get along with others by:

- making arrangements for him or her to play with others.
- teaching your child how to share and respect other children's property.
- teaching your child to accept other adults as friends.
- helping your child learn to listen to others and follow directions.

- Routines

Designate appropriate times for your child to go to bed, get up, eat, rest, and play that are consistent with your child's needs and school schedule.

- Making Decisions

Whenever opportunities arise, you can allow your child to plan activities or solve problems by encouraging decision-making. The choices should be kept simple: "Which book do you want me to read?" "Which game shall we play?" "Would you like an apple or a banana for a snack?"

The way is left open for more than one suggestion so that adult and child can discuss which might be best.

- A Word On Television

Television can be a learning experience if limited and used properly. There are many informative and educational programs, but too much television is not good for young children.

When adults choose programs with children, an appropriate television viewing schedule can be planned. Choosing programs with care, and watching along with children help make television a more positive experience. Discussing favorite programs helps children extend their vocabulary and concepts of the world around them.

Parents frequently ask the teacher, "What can I do at home to help my child learn?" The following section contains information that may be useful in responding to such questions. These suggested activities can help to reinforce Kindergarten experiences. They can be shared during the initial parent orientation meeting, at the parent-teacher conference, in a newsletter(s) or at a workshop. An occasional review of this information will prepare the teacher to answer spontaneous questions which parents may ask at the classroom door. Although these activities are presented in different categories, it is important to point out to parents that many of the skills overlap and are best learned through an integrated and experiential approach.

LANGUAGE DEVELOPMENT AND EXPANSION

Children:	Parents/Caregivers
-- learn new words	-point out various objects/places around the house or in the neighborhood. Ask children to identify each object or place (clock, chair, refrigerator, post office, fire station, street signs). -play the "Missing Word Game." Say a sentence and leave out the last word for the children to fill in - "It is time to open the _____." Many responses (window, door, gate, bottle) would make sense. -use and discuss words children use often, such as opposites and location words. "Stand in front/back of me." "Put the toy over/under the chair." "Walk between/around the chairs."
-- learn the names of colors and shapes	-refer to objects by color or shape - "Bring me the red ball." "Find all the red things in this picture." "Which things in your room are circles or squares?"
-- learn the names of parts of the body	-play "Simon Says." Put your hand on your nose, toe, knee.
-- are able to partici- the ability to pate in meaningful conversations	-encourage meaningful conversation. This involves listen as well as speak. Children should be encouraged to describe experiences and feelings. Encourage them to talk at mealtimes, after T.V. shows, following a trip to the park or supermarket, and after a day at school. -take children to a variety of places and talk to them about what they see, where they are, and the things they are doing there. Places children may enjoy visiting are: stores, zoos, parks, libraries, museums, fairs, home of friends and relatives, restaurants, banks, post offices, fire and police stations, beaches, etc. -use a real or toy telephone to encourage conversation. Children will often express feelings and emotions in dramatic play that they won't express to people. This also encourages children to learn good telephone manners.

-- can tell a story	-after reading the children a story, encourage them to retell it, using different words. The children can also be encouraged to tell stories about favorite T.V. shows, movies or recent trips.
-- can express original ideas and opinions	-give children opportunities to express their own ideas and opinions. Listen to them when they talk and ask what they think. Respect all answers. When appropriate, ask opinion questions such as "Which cereal do you like best? Which color shirt do you want to wear?"
-- develop effective listening habits	-ask children to listen and identify sounds made by different objects in the house and outside (running water, vacuum cleaner, traffic, sirens, bells, teapot). -provide records and stories for children to listen to and discuss. Have them tell about what they have heard. ("What is the name of the boy in the story?")
-- follow directions	-give children simple directions. Encourage them to listen carefully and follow the directions. ("Get the blue milk container from the refrigerator and put it on the kitchen table.")

Literature Appreciation

Children:	Parents/Caregivers
-- develop an interest in reading for pleasure and for information	-provide a wide variety of reading materials in the home. Children who have been read to are usually much more anxious to read. Parents/caregivers and children can join the public library. Children can get their own cards and take out books of their choice. Giving children books as birthday or holiday gifts, motivates an interest in reading. -provide role models. Children should see the adults in the home reading for pleasure and information. This will give them a sense that reading is important and fun. -relate reading to interests children may have. If they like dinosaurs, flowers, trains, fish, try to get books about the appropriate topics. -show children that reading and words are everywhere. Point out signs on buses, streets and in stores. Share with children letters from friends and relatives, recipes, lists, and other forms of reading material.

WRITTEN EXPRESSION

Children:	Parent/Caregivers
-- use written lauguage to express ideas and feelings	-encourage children to draw pictures and then tell stories about them. Write the stories down in the children's own words. Keep the stories short and read them back to children slowly. Encourage them to try to "read" the stories back to you. -for additional story ideas use the children's daily experiences, trips and interests. As ideas are recorded, help them understand that ideas are spoken and can be written down. The children may draw daily in books made at home. Stories can be written for them under the pictures.

BEGINNING SKILLS

Children:	Parent/Caregivers
-- see similarities and differences in shapes, colors, and letters, pictures and words	-look through magazines and store catalogs with children. Look for items that are the same shape, color. -cut out simple shapes from colored paper; ask the children to pick out shapes/colors that are the same/different. Children begin to see differences before they learn how to read. Being able to pick out differences in objects and pictures helps children to recognize differences in letters and words as they learn how to read. -cut out pictures of objects from magazines, coloring books, newspapers, greeting cards. Paste them on cardboard and label them. Ask children to match two or more of the same object cards. Name or point to a picture card of an item in the house and have the children match the picture card with the real item. -ask children to point out colors/shapes/letters that look the same (books, magazines, games, signs and household items.)
-- are able to sequence ideas, stories, events, messages	tell a story. Ask children to recall what happened first, second, last. -after watching a T.V. program, ask children to tell something about the program.

	-cut pictures from comic strips or books. Have children put the pictures in the order of a story line.
	-mix up a series of pictures from comic strips or old story books. Help children put them back in the proper order and retell the story.
	-after children return from a trip, discuss the events that took place.
	-encourage children to participate in preparation of meals. After cooking, discuss the sequence of steps involved in the recipe.
-- can hear and remember sounds that are the same and sounds that are different	-make two sounds and ask children if they are the same or different (tap glass, tap wood, bell, scissors).
	-discuss the difference between loud and soft noises (sirens, bells, whispers, cat, dog).
	-clap out rhythms and ask children to repeat them. Clap out a rhythm; repeat, leaving out a beat, and have children complete it.
-- can recognize rhyming words	-teach songs and read Nursery Rhymes. Encourage children to sing along and remember the words. Leave out some of the rhymes and ask the child to supply them.
-- can develop a sight vocabulary	-help children discover words in the environment, (e.g., Signs: Stop, Walk, Bus Stop, One Way); Mail (envelopes), signatures on letters, words on unsolicited mail.
	-encourage children to be aware of names on foods, toys and games (Oatmeal, Tomato Soup, Orange Juice, Candyland, Sesame Street).
-- can develop an extended spoken vocabulary	-read a story every day! It can be a new story or an old favorite that has been reread many times. The children could make up stories by looking at pictures in magazines. Parents or grandparents could tell stories about their own early school or other experiences.

MATHEMATICAL & SCIENCE CONCEPTS & RELATIONSHIPS

Children:	Parent/Caregivers
-- can develop number awareness and simple counting skills	-make use of daily experiences for math learning: ("How many plates do we need at the table?" "How many cars do you see on the street?" "Bring me six apples.")

	-encourage children to count objects in the home (blocks, cards, books, clothing).
-- can begin to understand time	-place a large monthly calendar in children's rooms. Discuss names of the days of the week, months and seasons. Children can become aware of important dates, number names and sequence of numbers. -discuss events of the day in terms of morning, afternoon, night. "We eat breakfast in the morning, we go to bed at night." -review daily time schedules as a good way to develop awareness of time passing. A clock in children's rooms and/or kitchens may help.
-- can begin to understand concept of size and weight	-discuss examples of things that are heavy, light, big, bigger, biggest, long, longer, longest. Let children compare objects and size relationships. ("Which box is heavier?")
-- can begin to understand weather and temperature concepts	-encourage children to dress themselves. Discuss the correct type of clothing for play, school, dress-up. Discuss with children which types of clothing should be worn for cold, hot, warm, rainy weather. -develop concepts dealing with temperature. Discuss and compare ranges in temperature at appropriate times. ("Which is hotter, soup or milk?" "When is it colder, Christmas or Fourth of July?")
-- can begin to understand change	-expose children to experiences where they can see the effects of changes in temperature. ("What happens to water when we put it in the freezer?" "What happens to ice when we leave it out?" "What happens to apples when they are cooked?") -if possible, teach children care of plants and pets through direct experience.

Motor and Coordination Skills

Children:	Parents/Caregivers
-- can improve large muscle control and balance	-encourage children to participate in daily activities such as jumping, hopping, ball rolling and catching, balance games (walking with a book balanced on the head, walking backwards). Games such as hopscotch, Simon Says and jump rope are good for large muscle development.

	-encourage children to imitate animals (gallop like a horse, hop like a rabbit, fly like a bird, swing like a monkey, slither like a snake)
-- can improve small muscle control	-provide experiences where children will color, draw, paint, cut, paste, trace, fold paper, and build with blocks and construction toys. All of these are excellent activities for small muscle control which will enable children to handle the implements for writing with control and skill.

Creative Expression

Children:	Parents/Caregivers
-- can develop creative expression through art experiences	-encourage creative expression to help develop children's ability to think in an original, fresh manner. Creativity also enables children to examine, resolve and clarify ideas and concepts about which they are learning.
	-provide a variety of art activities to give children a chance to exercise creativity and develop small hand muscles. Children may enjoy clay and play dough sculpting, finger painting, and making collages and picture designs.
	-supply puppets to encourage children to say what they are thinking and feeling. Simple puppets can be made at home using paper cups, paper plates, old socks, paper bags and sticks.
-- can develop creative expression through dramatics	-have old clothes available in a place where children can play "dress up." This encourages creative play and role playing.

Guide for the Administrator

For young children, a quality early childhood program is of great importance in establishing the foundation for life-long learning. The Kindergarten experience is designed to encourage and further develop the natural spontaneous curiosity that young children possess. Very often, the young child sees possibilities that are not readily apparent to the adult observer, and actively seeks to order the environment, as well as to organize the patterns of association that lead to further knowledge. The classroom setting is crucial, and the adult role pivotal, as determinants in developing the attitudes of confidence, independence, competence, and productivity that are essential to achievement in later years.

For the supervisor, the quality of the Kindergarten classroom setting is essential to the success of the program. It is a carefully organized and stimulating environment that is rich in materials for the young child to explore and manipulate. The room arrangement is conducive to interaction between young children and encourages talking, exploring, and sharing. As they engage in experiential activities, children develop skills and concepts essential to all curriculum areas.

It is recommended that the Kindergarten supervisor visit the classroom when the children are not present, and use the following questions for assessment:

- Does the room provide adequate space for the program?

  In Kindergarten, there is enough space for young children to feel comfortable as they move freely around the room. Classrooms are large, clean, pleasant, attractive, and equipped with bathrooms and sinks, as well as storage space for classroom materials.

- Is there a large, accessible outdoor/indoor play area?

  Young children constantly seek to develop control of themselves and of their environment, as demonstrated by their excitement at mastering basic tasks such as running, hopping, skipping, riding a tricycle, throwing and catching a ball. The Kindergarten schedule includes attention to both carefully planned and spontaneous activities which allow children to explore, organize, and sequence physical actions in an appropriate environment.

- Is the classroom furniture appropriate for young children?

  In Kindergarten, tables are arranged to encourage socialization and chairs are sized to allow children to sit comfortably with their feet on the floor. Materials are placed in cabinets that the children can reach easily. In addition, there is an area provided where children may rest if they feel tired or sick.

- Is there enough classroom equipment in good repair to support a variety of learning activities?

  In Kindergarten, structured play which involves interaction with other children and the environment, motivates the need and capacity to learn that young children possess. Appropriate equipment to support activities in creative media, block play, dramatic play, storytelling, music, and food preparation is part of the Kindergarten classroom. Manipulative puzzles and games are integral materials as well.

- Is the room decorated with samples of children's work?

  Young children develop self-confidence when their accomplishments are given recognition. Displays of children's work encourage conversation and stimulate further productivity. Careful examination of the work indicates that different types of activities take place in Kindergarten.

- Are charts, posters and other examples of written language prominently displayed?

  When young children are exposed to meaningful visual language directly evolving from classroom activities, they are encouraged in their own beginning reading/writing activities. These activities are further encouraged when the teacher provides attractive, well-equipped writing and library centers.

The answers to the above questions will indicate the level at which the program may be expected to function. Each answer should be evaluated in terms of its relationship to providing a fruitful Kindergarten experience.

Having observed the classroom setting in isolation, the next step is to focus on the program in operation. Young children need support from adults who are aware of the special characteristics of learning in early childhood, and who are able to translate this knowledge into practice. In the Kindergarten, the supervisor expects to see positive interaction and active involvement between children and adults. To determine the extent to which this is taking place, the following questions may be useful:

- Are the activities offered interesting and appropriate?

  In Kindergarten, all children are busy and involved with tasks that can be completed without too much direction or outside assistance. Hands-on materials are available for use; sharing and taking turns is encouraged. Activities are carefully monitored and records of the children's participation are maintained.

- Are the children involved in setting up classroom rules and routines?

  When young children assist the teacher in planning appropriate rules and routines, they are better able to understand the need for them. Specific classroom responsibilities are assigned, and assistance is provided as needed. Atypical behavior is handled in a calm, firm, positive manner. Attention is given to understanding and evaluating each child, both as an individual and as a group member.

- How varied is the daily schedule?

  In Kindergarten, the daily schedule includes active and quiet play times, storytelling, music, singing, and outside play. There are opportunities for work in the learning centers, either individually or in small groups. The teacher plans direct instruction activities when appropriate.

- Are there opportunities for input and exchange of ideas between the Kindergarten teachers and their supervisor?

  A common preparation period provides time for ongoing interaction between the teachers, and for regular meetings with the supervisor. Discussion may include topics such as:

  - organizing the classroom
  - curriculum planning
  - trip arrangements
  - appropriate use of NYSTL funds (big books, multiple copies of small books), parent resources, or other monies to buy items such as tape recorders or science equipment.

- Is there an early childhood committee, consisting of teachers from all the lower grades?

  A schoolwide early childhood committee can be helpful in addressing questions of articulation and continuity. Representatives from the committee can be chosen to attend appropriate district meetings and conferences.

- Is there evidence of parental involvement?

  In Kindergarten, parent education is a priority. Parents participate in classroom activities, as well as in workshops on child development and parenting skills.

Careful attention to the answers to these questions will provide a comprehensive assessment of the program that will assist the supervisor in directing staff training and parent education on the early childhood level.

The primary task is to combine skills and resources to provide education that is relevant to the unique learning modes of young children. Clearly, the early childhood supervisor's role is one of focus and guidance. A quality program for young children exists in an appropriate environment staffed with well trained teachers, who incorporate the fundamentals of child development into their planning.

Section 6
Developing Literacy

Developing Literacy

Key Concepts

Children are naturally motivated to develop literacy skills as they experience the pleasures of being read to, and as they observe people around them reading and writing.

A program that values language as communication and encourages children to express themselves verbally provides a strong foundation for developing reading and writing skills.

Developmentally inappropriate expectations, emphasis on rote drills and isolated skill exercises create negative attitudes toward reading and writing.

Children learn through different modalities and at different rates. A good communication arts program provides for activities geared to children's developmental levels, individual needs and interests, and diverse learning styles.

Encouraging Literacy

Positive attitudes toward literacy development can be fostered in both the child's home and classroom. Classroom teachers can provide many and varied opportunities for children to become active participants in successful and appropriate literacy experiences on a day-to-day basis. Literacy experiences should be functional, meaningful, related to everyday language experiences, and embedded in a variety of contexts such as themes, children's personal experiences, and literature.

The International Reading Association's Early Childhood and Literacy Development Committee cited the following three types of experiences as factors which develop literacy tendencies in young children:

" . interaction with adults in speaking, listening, reading and writing situations.
- independent explorations of print, initially through pretend reading and scribbling, and later through re-reading familiar story books and composing messages with 'invented spellings.'
- adult modeling of language and literacy."[1]

The long range goals for Kindergarten children lie beyond the essentials of reading and writing. The main goal is for children to become lifelong readers and writers. Exciting and challenging activities are planned, which focus on a natural use of reading and writing as part of the child's everyday life. These activities stimulate language development, curiosity, critical thinking and problem-solving skills.

Children need to be actively involved in enriching and stimulating experiences, both at home and in the classroom, whereby they can internalize the positive aspects of a "print rich" environment.

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[1] "I.R.A. Position Statement on Reading and Writing in Early Childhood, "The Reading Teacher, Newark, Delaware, vol. 39, No. 8, April 1986), p. 823. Permission pending.

Language Development in Kindergarten

The Development of Expressive Language

There are many steps that children go through before they discover that words can influence their environment. The process starts as early as newborns' first cries. Important steps in this process include the following:

- Adults respond to babies' cries by trying to interpret and meet their needs.
- Adults learn to distinguish between sounds that range from happy squeaks and gurgles to whimpers, wails or shreiks of range.
- Babies repeat sounds such as da-da, ba-ba. As adults and babies playfully repeat these sounds, back and forth, a "conversation" results.
- Babies begin to distinguish the sound, rhythms and then the words of their language.
- Babies begin to imitate words. Adults acknowledge and reinforce this communication by repeating and expanding upon their words. For example, a baby, waiting impatiently for a bottle, suddenly calls out, "Ba-ba!" The excited adult responds with "Bottle! You want the bottle?" This is often followed by an animated exchange between child and adult. "Ba-ba." "Yes, bottle!" "Ba-ba," "Bottle," "Ba-ba," and so on.

As children move along this developmental process, responsive adults help them discover the power of words. Children learn that words can make things happen.

Expanding Children's Communication Skills

Children exhibit a wide range of communication skills as they enter Kindergarten. The way the teacher responds to children's communications can greatly affect their attitudes toward school, as well as their oral language development.

Teachers can help children develop competence and confidence in their expressive language skills by:

- valuing communication.
- encouraging children to express themselves.
- listening carefully to children and expressing genuine interest in what they talk about.
- responding sensitively, without criticism, to children's efforts.
- sharing their own thoughts, feelings and experiences with the children.
- modeling correct language and speech patterns.
- praising and reinforcing children's attempts.

Talking Together

Teachers can help develop and enrich children's oral language skills by providing many interesting experiences and activities in the classroom for them to talk about. Children should be encouraged to talk with each other and with teachers as they work. There should be many opportunities throughout the day to engage children in informal conversations about things that interest them.

There is a special sound in a Kindergarten classroom where children are busily engaged and deeply involved in active learning. These are the sounds of children talking to themselves or one another while they are:

- sharing experiences and feelings.
- asking questions.
- demonstrating how to do something.
- creating things together.
- negotiating.
- planning.
- solving problems.

And what about the teacher? The teacher's voice should be heard:

- questioning
- commenting
- comforting
- directing
- explaining
- guiding
- suggesting
- praising
- sharing
- responding

Studies have confirmed that the greatest learning goes on in classrooms where teacher-child communication is a two-way process. In such cases the teacher's voice does not dominate, because the teacher is not continually controlling and telling, but is instead eliciting, listening and responding.

A Language-Rich Environment

Children develop language by listening and talking. Just as in learning another language, the more one hears and uses the language, the greater the proficiency. Thus educators recommend that to help children become verbally articulate, children should be immersed in what has been termed a "language surround." More simply stated, programs for young children should value and emphasize the importance of speaking and listening skills. And the approach to language development should be through an environment rich in language experiences.

Suggested Activities

Materials and activities most likely to engage children's interest and get them talking are:

1. Direct, hands-on experiences involving exploration and manipulation of materials (e.g., sensory materials such as sand and water, nature collections, manipulatives, building and construction materials, art media).

2. Trips to give children new experiences or expand upon familiar experiences (e.g., beginning in and around the school, moving out to the neighborhood, and then beyond).

3. Opportunities and props for spontaneous pretending and role-playing, such as:

   - family play in the house corner (expanding into related themes such as store, doctor, hairdresser, laundromat, fast-food restaurant).

   - large, hollow blocks to create structures to play in and on, inspiring cooperative, imaginative play (e.g., houses, cars, buses, and trains).

   - unit blocks with accessories such as people, furniture, animals, and a variety of vehicles, to stimulate interactive fantasy play.

   - puppets representing animals and people.

   - telephones (at least two, to encourage conversation).

4. Visual materials to invite conversation or story-telling, such as:

   - picture books, books of photographs, magazines, nature books.

   - classroom photographs of children working on their block buildings, or of class activities (murals, planting projects, trips).

   - wordless books to stimulate children to tell the story supplying their own descriptive narrative and dialogue.

5. Shared reading experiences, using materials that encourage children to "read" along with the teacher or fill in missing words (e.g., books with familiar stories, easily remembered refrains, or predictable text).

6. Dramatizing familiar stories.

7. Discussions sparked by questions that are open-ended (questions with no right or wrong answers, and that invite children to imagine, express opinions or relate experiences) such as:

   - "Imagine what it would be like if...."
   - "What do you think might have happened if...?"
   - "Have you ever done anything like that?"
   - "What did you like best about...?"
   - "What do you think the dog in the story said...?"

8. Action songs, rhymes, and finger plays to develop vocabulary (especially good for ESL students).

9. Language games that focus on contextual clues, such as:

   - riddles ("I'm thinking of something round and red that...")

   - fill-in sentences ("For dinner I like to eat _____"; "When Marie came home from school, she _________.")

   - "silly sentences" to correct ("I pulled down the covers, turned off the light, and climbed into my car." "It's very cold out, so be sure to wear your bathing suit." "The train was rushing to catch the people.")

Reading to Children

Reading aloud to young children is a natural and simple way to help children develop concepts about written and oral language. It is known, from research, that early readers are those children who have been read to on a regular basis, and have been exposed to a wide variety of print. A teacher can begin reading aloud to children on the very first day of school.

When teachers, educational assistants or older students read aloud to kindergarten children, the children become better listeners. They are stimulated by the richness of the printed word to develop their own language skills. Their desire to share their own experiences are increased as the literature expands their own personal worlds, creates deeper understandings, and answers questions.

> "And the way you hold that book, the warmth you extract from it, the laughter, the interest, and the emotion--all will tell your class something about you and how you feel about books, and the special place books and reading are going to hold in your class this year."[2]

The following may prove helpful for adults when planning to read to five-year-olds:

- Select a book that has:

  - large, clear illustrations.
  - an interesting, logical story line.
  - book language that is rich, yet uncluttered.

- Be certain that the story can be read in one sitting in order to give children a sense of beginning, middle and end.

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[2] Jim Trelease, *The Read-Aloud Handbook* (Middlesex, England: Penguin Books Ltd., 1982), p. 36. Permission pending.

- When reading to children:
  - use your voice (inflection, pitch, volume) to emphasize character parts and meaning.
  - show the title, and name of the author, illustrator and publisher.
- Relate the story to the child's own personal experiences or help bridge the gap from the "known to the unknown."
- Show the illustrations by turning the book to face the children. Give children adequate time to look at them.
- Allow time for children's questions.
- Ask children to predict, make inferences and think of alternative solutions to the problem, or different endings to the story.
- Help children to relate their favorite parts after the reading.
- Encourage children to retell the story, using a wide selection of media such as: art materials, tape recorder, puppets, costumes, masks, blank books.

After the story has been read, place the book in the Communication Arts Center or in the Library, where children can peruse the illustrations at their own pace and retell the story according to their own personal levels of language development.

The Shared Book Experience

The emotional climate created at home when parent or caregiver holds the young child close by and reads and re-reads favorite stories, time and time again, can be recreated in the classroom during the shared book experience. Reading quality literature to children has shifted from an "aside" to being one of the factors that help young children develop dispositions to become life-long readers.

"Shared Books" implies either using commercially printed big books, or turning predictable story books into big books as part of a cooperative classroom effort. Poems, nursery rhymes and favorite songs may also be reprinted in enlarged text and illustrated by children. These oversized books become the focal point from which many classroom activities evolve.

The following categories of books can be turned into big books by the resourceful teacher:

Books with a language motif such as:

> "Fortunately...Unfortunately"[3]
>
> "What can you do?
> What can you do?
> What can you do with a...?"[4]

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[3] Remy Charlip, Fortunately, (New York: Parents Magazine Press, 1964).

[4] Beatrice Schenk Di Regniers, What Can You Do With a Shoe? (New York: Harper & Row, 1955).

Books with a repetitive story line;

"I saw it.
I picked it up.
I put it in a cage."[5]

(these three lines are repeated on each page of the story)

Book with collective action;

"I have run away from a little boy
and an old man
and an old woman
and three farmers..."[6]

Don Holdaway, a well-known proponent of teaching reading through big books writes that:

"a typical teaching-learning sequence of shared book experience in many classrooms developed along the following lines:

opening warm-up	Favorite poems, jingles, songs, with enlarged text. Teaching of new poem or song.
old favorite	Enjoyment of a favorite story in enlarged format. Teaching of skills in context. Deepening understanding. Unison participation. Role playing, dramatization.
language games, especially alphabet	Alphabet games, rhymes, and songs, using letter names. Fun with words and sounds, meaningful situations. (Not isolated phonic drills.)
new story	Highlight of session. Long story may be broken naturally into two or more parts. Inducing wordsolving strategies in context, participation in prediction and confirmation of new vocabulary.
output activities	Independent reading from wide selection of favorites. Related arts activities stemming from new story. Creative writing often using structures from new story. Playing teacher--several children enjoy favorite together--one acting as teacher."[7]

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[5] Sarah E. Barchas, I Was Walking Down The Road, (New York: Scholastic Book Services, 1975).

[6] Ed Arno, The Gingerbread Man, (Hong Kong: Ashton Scholastic, 1980).

[7] Don Holdaway, "Shared Book Experience: Teaching Reading Using Favorite Books," Theory Into Practice vol. XXI, no. 4, Autumn 1982, (Columbus, Ohio: College of Education, Ohio State University), p. 299.

Wordless Books

Wordless books rely heavily on the artist's skill in translating ideas into a picture story for young children. The children themselves become the interpreters of pictures. In turn, they re-translate the pictures back into ideas and language. Wordless books are suitable for developing creative and critical thinking skills as well as fostering a facility for language and vocabulary development. The teacher's role is to ask questions, clarify, provide information where necessary, and expand on children's experiences and imaginative thoughts.

A suggested procedure for introducing a wordless book to a group of children is the following:

"Boy and Girls, today I have a special story for you. But I will not be reading the story." (Hold up book and flip through a few pages. Children may comment that they do not see words). Yes, that's right. There are no words. How will we be able to read the story? Yes, we will look at the pictures and talk about what is happening. Let's begin."

- "What do you see on the cover?"
- "The title is ___________________."
- "It was written and illustrated by ______________."
- "What do you see in the first picture?"
- "Why do you think that happened?"
- "What do you think will happen next?"
- "Did something like this ever happen to you?"

Make sure your questions:

- are specific to the context, characters, plot, and problem.
- call attention to detail in the illustrations that relate to the story line.
- are exciting enough to encourage children to develop descriptive language.
- elicit children's feelings and experiences that relate to the main character and situation at hand.

Initially, a group of children may contribute to the cooperative telling of the story. As a follow-up activity individual children may tape-record their versions of the story. Two or three ESL children might collaborate on an oral version of the story. Those children who are able might write a descriptive line for each illustration of a duplicated copy of the story.

Storytelling

The art of storytelling is as ancient as the origins of language. Storytellers agree that the advantages of storytelling are numerous.. Storytelling, as part of the communication arts curriculum, gives children the opportunity to:

- develop images of characters, settings and actions.
- develop listening comprehension which is the foundation for reading comprehension.
- enlarge and enrich their listening vocabularies.
- enjoy stories.

A novice storyteller might start with old classics such as "The Three Bears" or "Jack in the Beanstalk" because the simplicity of the story line makes them easy to tell. In "A Guide to Storytelling,"[8] Catherine Farrell offers the following techniques to use in preparation for storytelling:

> "1. Choose a story you especially like and want to tell.
> 2. Read the story a few times until you are quite familiar with it.
> 3. Study the story structure. Jot down the main events in the proper sequence or diagram the story. Notes at this point help you see how the story develops and can be useful. (Some storytellers prefer talking their way through a story at this stage.)
> 4. Put the book aside. Visualize the story from beginning to end. Picture all the rich details of the settings. Bring the characters and action to life with your own imagination. Play the story out in your mind.
> 5. Go back to the book and read the story aloud. Read with expression, as if you were reading to an audience. As you read, visualize the story again and use your voice to paint the pictures that you have created.
> 6. Close the book. Tell the story, again using your voice to bring the characters and action to life as you imagine them. Don't try to remember the story word for word. By now, you know the story rather well, so tell it your own way. Tell it a few times until you are comfortable with it and ready to tell it to the class.
>
> This process does not require memorizing the story, just learning it well. A memorized story can lack life in the telling and tends to be like a recitation, not vivid or compelling.
>
> Once you have learned a story, it will probably be just a bit different each time you tell it. Though you remain faithful to its structure, you'll probably add new details or emphasize others, enriching the story in your own, personal way, as storytellers have done for centuries."

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[8] From: Catharine Farrell, A Guide to Storytelling (San Francisco, CA: Zellerbach Family Fund, 1983), as reprinted in Denise D. Nessel, "Storytelling in the Reading Program" The Reading Teacher, vol. 38, no. 4, Jan. 1985, p. 380. Permission pending.

The actual experience can be a joint venture between teacher and children, as the teacher moves the children towards actively participating in the telling and understanding of the story. When a story is told, instead of read, the teller:

- maintains constant eye contact with the children, thereby keeping them closely involved with the story.
- uses facial expressions and gestures to make the story more real.
- encourages children to join in on repetitive phrases.
- suggests that children pretend to be part of the story.

Storytelling is an important and valuable skill to develop and share with children in an atmosphere of emerging and developing literacy.

Nursery Rhymes and Poetry

Children manipulate and play with language in much the same way as they play with water and blocks. They delight in the sounds of words; in the rhythm and rhyme of phrases and sentences. Imagery and metaphor become the mind's pictures as children deepen their understanding of themselves and the worlds of reality and fantasy.

In the classroom the teacher may begin to have children enjoy language with simple nursery rhymes. The beauty of nursery rhymes is that:

- the language is simple.
- the action is uncomplicated.
- the children can grasp the meaning very quickly.
- they are easy to follow.
- they are fun to say.

As the teacher repeats the rhymes, children can join in when they feel comfortable. Words that are new to the children may be discussed. Children may take turns acting out some of the rhymes.

The following nursery rhymes are included in this section for the Kindergarten teacher's convenience. They may be used during the meeting time, as a transition from one activity to another, and at any other time that the teacher feels comfortable reciting them. After a while, children may recite the nursery rhymes on their own.

Nursery Rhymes

Jack and Jill
Went up the hill,
To fetch a pail of water;
Jack fell down,
And broke his crown,
And Jill came tumbling after.

Little Jack Horner
Sat in the corner,
Eating a Christmas pie;
He put in his thumb,
And pulled out a plum,
And said, What a good boy am I!

Little Miss Muffet
Sat on a tuffet,
Eating her curds and whey;
There came a big spider,
Who sat down beside her
And frightened Miss Muffet away.

Little Boy Blue,
Come blow your horn,
The sheep's in the meadow,
The cow's in the corn.
Where is the boy
Who looks after the sheep?
He's under a haycock
Fast asleep.
Will you wake him?
No, not I,
For if I do,
He's sure to cry.

Old King Cole
Was a merry old soul,
And a merry old soul was he;
He called for his pipe,
And he called for his bowl,
And he called for his fiddlers three.

Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall;
All the King's horses and all the King's men
Couldn't put Humpty together again.

Pease porridge hot,
Pease porridge cold,
Pease porridge in the pot
Nine days old.
Some like it hot,
Some like it cold,
Some like it in the pot
Nine days old.

Baa, baa, black sheep,
Have you any wool?
Yes, sir, yes, sir,
Three bags full;
One for the master,
And one for the dame,
And one for the little boy
Who lives down the lane.

Hey diddle, diddle,
The cat and the fiddle,
The cow jumped over the moon;
The little dog laughed
To see such sport,
And the dish ran away with the spoon.

Hickory, dickory, dock,
The mouse ran up the clock.
The clock struck one,
The mouse ran down,
Hickory, dickory, dock.

After children have been introduced to nursery rhymes and have had a chance to develop an ear for them, the teacher may introduce poetry. Poetry can help children to:

- understand the universality of feelings, thoughts and experiences.
- develop a language framework on which to embellish.
- gain new means of expression for their budding ideas.
- enrich their vocabulary.
- acquire syntactic and semantic information.
- enhance their thinking processes as they listen to and analyze poems.
- enjoy the beauty of language.

Children can appreciate the search for autonomy and the desire to grow up expressed in this poem.

Plans[9]

by Maxine W. Krimin

When I grow up, I plan to keep
Eleven cats, and let them sleep
On any bedspread that they wish,
And feed them people's tuna fish.

Many poems deal with the subjects of the themes developed in this manual such as planes, boats and trains. The following poem expresses a child-like curiosity about boats:

I Wonder[10]

by Charlotte Zolotow

A boat steams slowly down the river
this shiny sunny day.
I wonder who is on it
and if it's going far away ..."

Some poems explain natural phenomena such as weather and temperature, as they compare and contrast the elements. The following poem describes weather changes:

Sun After Rain[11]

by Norma Farber

Rain, rain,
went away.

Sun came out
with pipe of clay,

blew a bubble
whole-world-wide,

stuck a rainbow
on one side.

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[9] Lee Bennett Hopkins, ed., Surprises, First Harper Trophy Edition (New York: Harper & Row Publishing, Inc., 1986), p. 10. Permission pending.

[10] Lee Bennett Hopkins, ed., Surprises, First Harper Trophy Edition (New York: Harper & Row Publishing, Inc., 1986), p. 40. Permission pending.

[11] Lee Bennett Hopkins, ed., Surprises, First Harper Trophy Edition (New York: Harper & Row Publishing, Inc., 1986), p. 51. Permission pending.

Some poems are imaginative but are rooted in reality. In addition, they are humorous and offer laughter to young children. When students are involved in a family theme, such as the one developed in this manual, the following poem might give them some food for thought:

Sister Lettie's Ready[12]

by Shel Silverstein

A wonderful thing happened to my sister Lettie, it did;
Instead of hair, she grew a lot of spaghetti, she did.
And now whenever she wants a snack at night, she does,
She simply combs it down and takes a bite, she does.

It is important for teachers to encourage parents and children to share poems, songs and rhymes from the cultures represented in the classroom.

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[12] Lee Bennett Hopkins and Misha Arenstein, eds., Time to Shout (New York: Scholastic Book Services, 1973), p. 75. Permission pending.

Reading in Kindergarten

Most Kindergarten children want to learn to read and write. In fact, many children may have started to pretend to read and write when they were two or three. By the time they enter Kindergarten, some children can "read" many symbols and signs. They may be able to recognize a number of sight words, starting with their own names, and to identify and print most of the alphabet letters. Some will be able to print their names, and a few may have started to write words, using their own invented spellings based on their knowledge of letter-sound relationships.

Two major goals in helping children develop literacy are to spark and keep alive a lifelong love of reading, and to develop an interest and an ease in verbal and then written expression. To reach these goals, reading and writing should be approached as natural processes--as outgrowths of the desire of all human beings to communicate. Each child must be helped to develop skills and strategies appropriate to that child's own level of development.

Setting the Stage

The teacher sets the stage for helping children develop and add to their reading strategies and skills by:

- helping children recognize the beginning reading skills that they already have (e.g., the ability to read symbols and signs, or to recognize their own names).

- encouraging children to read the names of other children, as well as their own names, by having children's names visible in many places around the classroom.

- creating an attractive, inviting reading area that demonstrates how reading and books are valued; e.g., a quiet, protected, comfortable area provided with a rug and pillows (or a small table and chairs) and a variety of books that are well cared for and repaired, neatly and attractively displayed, and easily accessible to children.

- providing a listening center with books and related records or tapes. In addition to having children use individual earphones, encourage shared experiences where two or three children listen together without earphones.

- introducing children to interesting books.

  - reading to children every day as a whole-group, shared experience.
  - reading to children in small groups, whenever possible, to provide individual attention and a feeling of closeness. In this way, children can see connections between the print and the words they hear.
  - helping individual children select books to look at, based on their interests.

- acquainting children with the varied styles, structures and rhythms of written language, which differ from spoken language (e.g., prose and poetry, fiction and reference books, formal and informal correspondence, lists, and recipes).

- making reading times relaxing and enjoyable experiences.

- communicating the teacher's own pleasure and enjoyment.

- immersing children in a "print-rich environment," (a classroom filled with all kinds of print media, including children's own writing, dictated writings, materials printed by the teacher, and a wide variety of commercial print materials).

Designing a "Print-Rich" Environment

The following checklist has been created to help the teacher plan for and design a "print-rich" environment in the classroom.

CHECKLIST FOR A PRINT-RICH CLASSROOM ENVIRONMENT

Names of children are printed carefully and correctly on:

___ Cubbies
___ Art work
___ Children's projects
___ Attendance chart
___ Job chart
___ Work choice chart
___ Birthday calendar/chart
___ Placemats or name cards for snack time/lunch

Dictation by children (signs, captions, stories, directions, messages) is found on or near:

___ Art work ("That's me and my brother at the park." Ebony)
___ Block buildings ("Don't knock it down." Malik)
___ Photographs ("That's the zoo. I was looking at the zebra." Sara)
___ Discovery/science table (objects found on the way to school or on a trip. "My shells from Puerto Rico where my grandpa lives." Lisa)
___ Interest areas ("I want to paint tomorrow." Gianni)

Labels designate where classroom materials belong. (Words should be accompanied by pictures, outlines, or silhouettes representing the objects.) These labels appear on:

___ Shelves
___ Containers
___ Walls/pegboards

Teacher-made materials include:

___ Daily schedule
___ Weekly calendar
___ Class rules
___ Experience charts
___ Recipe charts
___ Reminders (for example, "We need more tape.", "Next week Frank's mother will help us bake bread.")
___ Notes to parents
___ Words to favorite songs, poems, rhymes, riddles
___ Signs for art work displays (for example, "Experiments with Black and White Paint", "Drawings of Imaginary Animals")
___ Signs for materials displayed (for example, "Dana's Rock Collection. Which is your favorite?")
___ Interest area signs and instructions.
___ News of the day ("Kelly has a new baby brother.")
___ Directions for activities
___ Personal messages

Reference charts (letters, words, numerals, colors with appropriate pictures or symbols) include:

___ Name chart
___ Alphabet chart
___ Color words chart
___ Charts for names of the days of the week, months, seasons

The classroom library includes:

___ Commercial books (a variety, including picture books--some with simple texts for beginning readers, children's magazines, and reference books).
___ Books dictated or written by children.
___ Teacher-made books with texts composed by the teacher or dictated by children (for example, photographs of children in school or magazine pictures of animals or people doing things).

Print material in interest areas includes:

___ Housekeeping Center: books, magazines, newspapers, catalogs, telephone/address books, recipe books, and signs for dramatic play theme extensions such as the supermarket or the laundromat.
___ Science or Discovery Table: reference and story books on themes such as the seashore, plants, animals, magnets, shells, rocks.
___ Block Area: books, magazine pictures of construction work, machines, vehicles, different kinds of buildings.
___ Math Center: number and counting books.
___ Writing Center: books by children, commercial print materials, "story starters" (for example, pictures or photographs, some with questions or titles printed by teacher).

Lists are displayed around the classroom. Examples of lists include:

___ "What We Saw at the Firehouse."
___ "Living Things in the Neighborhood."
___ "Songs We Know."
___ "Our Favorite Stories."
___ "Books We Read."

Writing Center materials which will stimulate children to create their own stories, messages, letters, notes, captions, include:

___ Assortment of lined and unlined paper.
___ Chalkboard/slates
___ Pencils
___ Markers
___ Crayons
___ Chalk
___ Glue/paste
___ Staples
___ Scissors
___ Stencils
___ Color forms
___ Plastic or wood letters
___ Alphabet chart

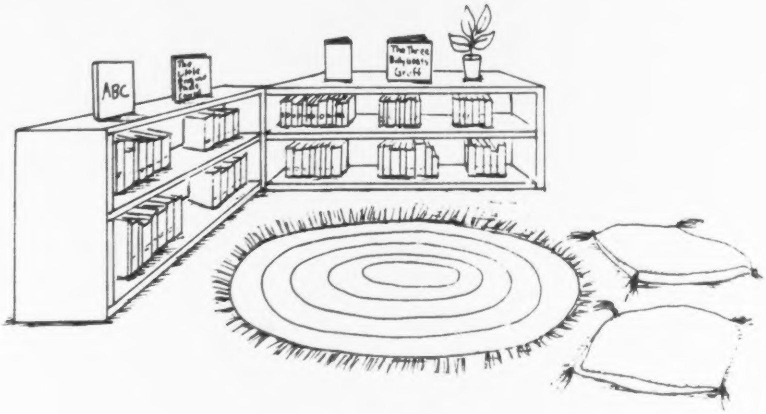
The Class Library

The class library invites children to explore and read books. Its purpose is strenghthened when the library is placed in a reasonably quiet and well-lit area of the classroom. Furniture can be arranged to make the area cozy, attractive and comfortable. The area can be made appealing by keeping the children's age and interests in mind. Teachers have used some of the following furniture and props to build a comfortable library: rocking chairs for children and adults, rugs and throw pillows, discarded sofa cushions, soft blocks, tables and chairs and even the front seat from an old car. If the area is decorated attractively, the children will spend time there. Book jackets, puppets, mobiles and other displays in the library area, entice young children to peruse the books and discuss the displays.

In order for children to be exposed to a wide variety of literature, it is essential to maintain a well-stocked library. There are many sources for books which include the following:

- the school's book order allotment
- local libraries
- the school library
- rummage sales
- parent contributions
- a book fundraising drive
- children's own personal books that are put "on loan" for a few weeks at a time

In the Kindergarten class library it is important to organize books according to categories or content area in a way that is meaningful to children's way of organizing. Categories can be color-coded with colored tapes placed on the spines of all books.


ABC
The Three Billy Goats Gruff

Some additional suggestions for the organization and management of the classroom library include the following:

- Children can work on a rotating basis to help keep the books in correct order.
- A simple recording system can be devised to keep accurate records.
- The teacher can inform children and parents of the time limit for taking books home (if there is a sufficient number of books to do so).
- In order to pique curiosity and encourage children to find out what's inside, some books can be displayed with their full covers showing.
- New and seasonal books are presented throughout the year in order to maintain interest and excitement.
- If shelving is limited, the teacher can create a library by displaying the books in sturdy cartons or boxes. The ledge of the chalkboard can serve as a temporary place on which to display books.

Inform parents about which stories the children have heard or read. This fosters good communication between home and school, and may encourage parents to take follow-up trips to the public library with their children.

The Listening Center

The teacher might choose to set up a listening area if any of the following pieces of equipment are available for everyday use: a tape recorder, and/or phonograph, terminal and headsets.

The following materials will enhance interest in the listening center:

- copies of children's favorite books with accompanying tapes or records placed in an accessible spot for children's use
- teachers recording of their own voices telling or reading favorite stories
- children's recordings of their own favorite stories for their classmates

It is important for children to select their own listening materials. Stories and songs which are constantly repeated give children:

- a sense of language mastery.
- syntax in which to build additional sentences.
- vocabulary to be held in the memory until needed for active language use.

Writing in Kindergarten

There has been a "writing revolution" in early childhood classrooms. During the past fifteen years, there has been a great deal of study about young children's involvement with writing. Children as young as age two are involved in constructing their own writing language. As we study children at work with their writing, we gain insight into their cognitive processes and literacy development.

The emphasis in writing has moved away from copying, appropriate formation of letters, and "perfect" products. Instead, it focuses on programs of emerging literacy that stimulate young children to use their knowledge and skills to become literate members of society. We have learned that children can discover, develop, and learn to control their own writing systems. The teacher's role is to provide a stimulating and inviting environment, which allows children to take control of their literacy development.

Writing is Developmental

Children begin writing when they are very young. They practice with crayons on walls, their fingers in the sand at the beach, and wherever else opportunity allows. By the time children enter Kindergarten, their compositions show complex and advanced linguistic knowledge, even though their letters may be incorrect. Knowledge of writing is there at the beginning of Kindergarten, and children are eager to read their own work.

The developmental view of writing opposes the notion that spelling and handwriting are prerequisite to composing. Developmentally, children will go through the following stages in their writing:

1. Scribbling
2. Drawing
3. Letter forms
4. Strings of letters
5. Phonetically-based "invented" spelling
6. Correct spelling and grammar

Young children will work through these stages at varying rates and time periods.

Real Reasons to Write

Children discover the functions of writing at an early age. They figure out how writing is used and the purpose it has for themselves and for others. This is connected to the writing they see in their everyday lives as well as their own need for written language. Children may scribble shopping lists or notes while at play. They may write signs for the block center or their rooms at home. Children realize that print can control the behavior of others or give information.

Writing As An Integral Part of an Early Childhood Curriculum

Writing has a new role in early childhood classes because it is now seen as an activity that shares in the social, playful, and expressive activities of the classroom. Since the focus is no longer on names and sounds of letters, handwriting, and spelling, writing can be observed in a holistic fashion.

Children play with writing by using print as a means of self-expression to symbolize important things in their lives. They have access to many tools of representation such as paint, crayons, and clay, and they use language and writing as another tool. They experiment by putting letters together or taking them apart, just as they do with blocks or clay. It is always the process which is important, and not the product!

Adult Models

Parents and teachers are models in writing development. They make lists, write notes, and fill out forms. Writing is also seen as functional when adults read labels on cans and price tags on items at the store.

Adults can help children by giving them strategies for writing. Instead of spelling a word for children, they can help them to "sound" it out, and ask what sounds they hear.

Starting Off

Writing can begin on the first day of Kindergarten. When chidren are handed paper and crayons and are told they can draw and write, they think they can. Many children come to school with some sound-symbol relationships and this starts them off. Often teachers are surprised at the writing produced. Children know more than we expect them to. Children begin by writing the best that they can. They need time, materials, and encouragement to write.

Children and teachers need to develop routines governing the use of materials for writing. Tools and materials need to be accessible to the children and they should be able to use them independently. Scissors, scotch tape and staplers allow children to revise and edit their work. File boxes of folders and unfinished work boxes are necessary to keep order. There should be a variety of kinds of paper and materials such as markers, blank books, computer paper, notepads, and clipboards. Work in progress and completed work can be stored in folders, bags, a clothes line, manila envelopes, or shoe boxes.

At the beginning, teachers may talk to children about the correspondence between words and print. They need to focus children's attention on matching meaning to symbols. Children will discover that print means something when we respond to it. Teachers need to give children the freedom to explore with writing, as well as good early childhood experiences to write about. Soon they will begin to notice the conventions of written language everywhere.

Invented Spelling

As children write, they display the linguistic principles they are exploring. Kindergarten children do not have many words in their visual memory and therefore they invent other strategies. Their choice of letters is not always correct but it is logical. Very often children help each other in their development of spelling. Other children will look at the alphabet chart, and some peek at picture dictionaries. Most children will try to sound out words.

Some linguistic strategies are:

- matching the sound of a letter's name to the sound the child is trying to get at (HRK = track).
- having the names of letters take the place of whole words (Y R mi Frd = You are my friend).
- relying heavily on initial consonant sounds (P B = peanut butter).
- relying on initial and final consonant sounds (K K = cake).
- saying words slowly--stretching them out to hear even the medial consonant sounds (K P T R = computer).
- relying on vowel sounds that are heard (WAT = went).
- using visual images and no longer relying on sounding out--remembering the letters in the word but not often the sequence. (DGO = dog).

Kindergarteners also use and learn other writing conventions--where words are on a page, left to right progression, spacing between words, oversized print to make an impact, capitals, and underlining. Soon they learn that exclamation marks and quotation marks are good to use, and the use of them spreads quickly around the room.

The issue of correcting spelling errors for final pieces of writing is controversial. If concern for spelling competes with concern for content, children will continually have to stop themselves in their writing, and they will lose track of what they want to say. It is much better to have them become independent writers of their drafts. Children can learn to edit their stories when they are done, and final work and publication can be considered at another time.

Children's writing folders can be color coded and kept in a box at the writing center. Finished pieces are placed in the folder. A review of a child's folder for the year will show the developmental stages of writing that have been accomplished.

The Reading-Writing Connection

We use the words "emerging literacy" to describe the connection between reading, writing, and oral language in a child's development. When children write a composition, they constantly read and reread it to themselves. Often what they see and what they read are not the same, and children try to fix or "edit" their text. As children compose, they reread their work and begin to learn to read. We cannot say, then, that reading and writing are separate entities, but that they develop together. By reading their own writing before they are capable of independent reading, children are practicing real reading-writing skills and strategies. Teachers can start with these, and can provide children with materials and encouragement to move toward more conventional writing and reading activities when appropriate.

Writing is also developed through experiences with literature. While books are being read aloud to children, attention may be drawn to specific strategies used by authors. Discussions about literary characters may encourage children to write about figures other than themselves. Exposure to poetry may lead to attempts to modify some of their own writings into poetic form. If children are going to learn to write, they need many experiences with writing.

Section 7
Developing Themes of Study

Integrating the Curriculum

Introduction

Kindergarten children come to school with understandings and concepts about their environment--home, family, school and community. The curriculum the teacher develops must have relevance to the children in terms of their total life experiences. Children have a natural commitment to those tasks which relate to their immediate environment.

Through planned experiences which comprise the curriculum, children develop and extend understandings, concepts, skills and attitudes. The curriculum content must be conceptually understandable to the five year old child. A study of transportation, which includes the workings of a diesel engine, would be inappropriate because of Kindergarten children's maturational levels. However, a study about things that move on wheels would be suitable for a Kindergarten child's interest and age.

The thematic approach to curriculum development provides for the integration of content areas and skills. Learning is not an isolated process. When children are engaged in sorting and classifying geometric shapes, they are not only applying mathematical skills, but are acquiring new vocabulary as well. In the integrated curriculum, content area activities are developed and interwoven around a particular interest or theme, such as "Getting Acquainted with School and Each Other." The flow chart for each theme illustrates the integration of the content areas within the theme and the skills and activities that are correlated with each other.

As the activities are carried out, the teacher extends the children's knowledge and fosters the development of skills and attitudes. The teacher engages in ongoing assessment of the learning process and learning environment to determine instructional needs and strengths. The possibilities for deepening, expanding or limiting the study are explored. Additional activities should be noted on the flow chart for each theme.

The integrated curriculum is composed of organized, sequentially developed experiences which promote the children's intellectual competencies and expand their understanding of the world.

Choosing a Theme of Study

The following criteria should be taken into consideration in choosing a theme:

- It is relevant to the interests and needs of the children.
- It is age and/or developmentally appropriate.
- It will foster the development of skills.
- It is valid in that the learned concepts, skills and attitudes may be applied to real life.

- It is feasible to integrate the content areas.
- It can be studied more deeply by reference to a variety of books, materials and other resources.
- It emphasizes people and significant aspects of their environment and points up the interdependence of people.
- It is as exciting and interesting to the teacher as it is to the children.

Motivational Techniques

After a theme topic has been selected, one or a combination of approaches could be used to motivate children.

- Take a trip through the school, the neighborhood, and/or the wider community.
- Display books, pictures, or objects related to the theme.
- Show a film or filmstrip.
- Read aloud informational material, stories and poems which generate curiosity and interest.
- Stimulate a discussion on the questions and ideas the children have raised.
- Record the knowledge children already have in relation to the theme. Help them formulate what it is they wish to find out.

The duration of each theme depends on its interest for the children, appropriateness to the season, relevance to a current event and the depth of the topic. Some of the learning experiences, such as Snack Time, are on-going; making an "All About Me" book may take a few days.

The sample themes presented in this manual are intended to illustrate a specific plan for theme development. Six suggested themes have been developed. Each theme has been divided into Learning Experiences. These experiences are illustrative of the many others that should be developed by the teacher. Each experience is organized to include Concepts, Objectives, Procedures, Related Content Areas/Skills, Materials, and Vocabulary. The Suggested Teacher Questions are designed to stimulate a wide range of responses from children. The Suggested Direct Instruction Activity is an instructional plan for the teaching of specific skills in one content area. The Assessment section contains questions which will help the teacher evaluate pupil progress. The Language Emphasis for the English as a Second Language Student section will assist the teacher in providing direct instruction to children with limited English proficiency.

At the conclusion of this section is a list of suggested themes for the school year. This list is a guide and should not limit the creativity and inventiveness of the teacher in developing rich and varied themes for children.

Language Emphasis for the English As a Second Language Student

Each Learning Experience in this handbook includes a component called Language Emphasis for the ESL student. It comprises representative language structures, vocabulary, and concepts which limited English proficient (LEP) children should acquire in order to participate meaningfully in the basic kindergarten instructional program. These elements should be developed and extended through a variety of activities which use concrete materials and emphasize a multisensory approach.

Each language emphasis section has the following parts:

- Following Directions
- Receptive Language
- Productive Language

Following Directions refers to the instructions that LEP youngsters must understand in order to become actively involved with other children in the activities outlined in each learning experience. These instructions are an integral component of receptive language.

Receptive refers to the language the teacher must use and the children must understand in order to engage in the activities. It is important to keep this language clear, simple, and consistent.

Productive refers to the language the children should be encouraged to use during the learning activities. These model full-sentence responses correspond to the questions suggested as prompts under Receptive. Alternate responses, including nonverbal communication and one-word utterances, are acceptable at the initial stages of language learning. Language should be as contextualized and natural as possible.

Children will develop fluency and gain confidence in their ability to use the new language with additional reinforcement and further practice, as provided for in the sample ESL Extended Lessons at the conclusion of each theme development. The teacher should not expect immediate mastery of the grammatical structures of English since errors are a natural part of the language acquisition process. The focus of instruction should be on fostering communicative competence (function) rather than overemphasis on perfected linguistic competence (form).

Refer to the section of the introduction entitled English as a Second Language for a detailed presentation of various instructional strategies for LEP students.

The Format of a Learning Experience

The chart that follows explains the specific components of a learning experience and the interrelation of these components with one another. This chart should assist teachers planning thematic lessons, teacher trainers planning teacher workshops, and building supervisors assisting teachers in theme development.

THEME

Topic from which the learning experience evolved.

PROCEDURES

Step by step suggestions for conducting this particular learning experience.

LEARNING EXPERIENCE

Title of the learning experience.

CONTENT AREA

The specific curriculum area focused on in the learning experience.

CONCEPTS

Ideas which will be developed during the activity.

RELATED CONTENT AREAS/SKILLS

Additional curriculum areas that may be integrated into this learning experience.

OBJECTIVES

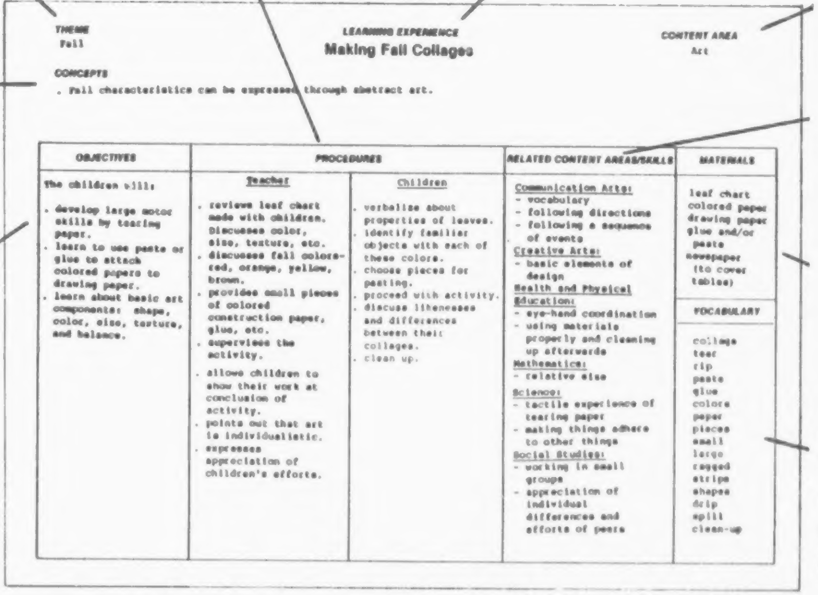
Expected skills and understandings that children will begin to develop during this activity.

MATERIALS

A list of items that will be needed for this learning experience.

VOCABULARY

Language development; a list of words that probably will be used in context as children and teacher interact during this learning experience.



THEME
Fall

LEARNING EXPERIENCE
Making Fall Collages

CONTENT AREA
Art

CONCEPTS
. Fall characteristics can be expressed through abstract art.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
	Teacher	Children		
The children will: . develop large motor skills by tearing paper. . learn to use paste or glue to attach colored papers to drawing paper. . learn about basic art components: shape, color, size, texture, and balance.	. reviews leaf chart made with children. Discusses color, size, texture, etc. . discusses fall colors-red, orange, yellow, brown. . provides small pieces of colored construction paper, glue, etc. . supervises the activity. . allows children to show their work at conclusion of activity. . points out that art is individualistic. . expresses appreciation of children's efforts.	. verbalize about properties of leaves. . identify familiar objects with each of these colors. . choose pieces for pasting. . proceed with activity. . discuss likenesses and differences between their collages. . clean up.	Communication Arts: - vocabulary - following directions - following a sequence of events Creative Arts: - basic elements of design Health and Physical Education: - eye-hand coordination - using materials properly and cleaning up afterwards Mathematics: - relative size Science: - tactile experience of tearing paper - making things adhere to other things Social Studies: - working in small groups - appreciation of individual differences and efforts of peers	leaf chart colored paper drawing paper glue and/or paste newspaper (to cover tables) **VOCABULARY** collage tear rip paste glue colors paper pieces small large ragged strips shapes drip spill clean-up

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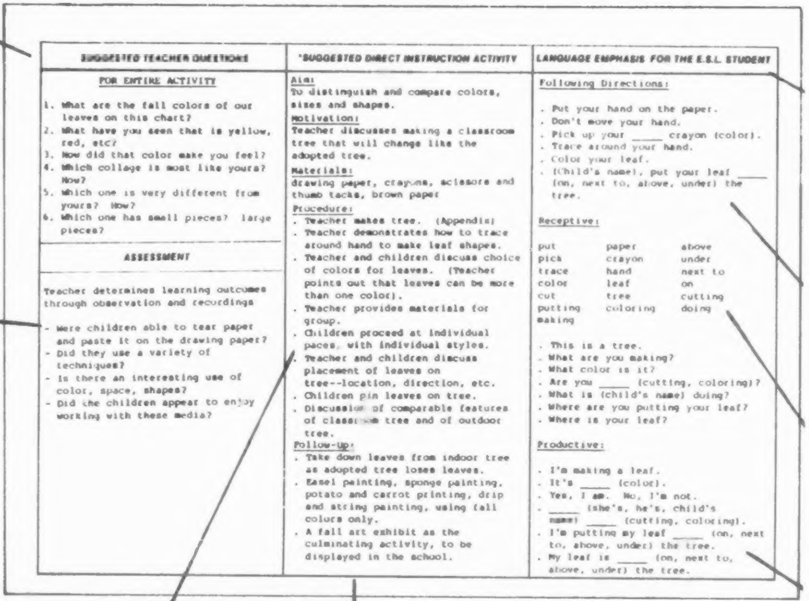
SUGGESTED TEACHER QUESTIONS

A variety of questions that may be used during the entire learning experience.

ASSESSMENT

A means of evaluating if the objectives have been attained.



SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. What are the fall colors of our leaves on this chart?
2. What have you seen that is yellow, red, etc?
3. How did that color make you feel?
4. Which collage is most like yours? How?
5. Which one is very different from yours? How?
6. Which one has small pieces? large pieces?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings

- Were children able to tear paper and paste it on the drawing paper?
- Did they use a variety of techniques?
- Is there an interesting use of color, space, shapes?
- Did the children appear to enjoy working with these media?

***SUGGESTED DIRECT INSTRUCTION ACTIVITY**

Aim:
To distinguish and compare colors, sizes and shapes.

Motivation:
Teacher discusses making a classroom tree that will change like the adopted tree.

Materials:
drawing paper, crayons, scissors and thumb tacks, brown paper

Procedure:
. Teacher makes tree. (Appendix)
. Teacher demonstrates how to trace around hand to make leaf shapes.
. Teacher and children discuss choice of colors for leaves. (Teacher points out that leaves can be more than one color).
. Teacher provides materials for group.
. Children proceed at individual paces, with individual styles.
. Teacher and children discuss placement of leaves on tree--location, direction, etc.
. Children pin leaves on tree.
. Discussion of comparable features of classroom tree and of outdoor tree.

Follow-Up:
. Take down leaves from indoor tree as adopted tree loses leaves.
. Easel painting, sponge painting, potato and carrot printing, drip and string painting, using fall colors only.
. A fall art exhibit as the culminating activity, to be displayed in the school.

LANGUAGE EMPHASIS FOR THE E.S.L. STUDENT

Following Directions:

. Put your hand on the paper.
. Don't move your hand.
. Pick up your _____ crayon (color).
. Trace around your hand.
. Color your leaf.
. (Child's name), put your leaf _____ (on, next to, above, under) the tree.

Receptive:

put	paper	above
pick	crayon	under
trace	hand	next to
color	leaf	on
cut	tree	cutting
putting	coloring	doing
making		

. This is a tree.
. What are you making?
. What color is it?
. Are you _____ (cutting, coloring)?
. What is (child's name) doing?
. Where are you putting your leaf?
. Where is your leaf?

Productive:

. I'm making a leaf.
. It's _____ (color).
. Yes, I am. No, I'm not.
. _____ (she's, he's, child's name) _____ (cutting, coloring).
. I'm putting my leaf _____ (on, next to, above, under) the tree.
. My leaf is _____ (on, next to, above, under) the tree.

LANGUAGE EMPHASIS FOR THE E.S.L. STUDENT

Suggestions for children who speak English as a second language.

Following Directions

Language that the child will hear spoken by the teacher.

Receptive

Vocabulary and model questions to stimulate thinking and language.

Productive

Children's expected responses to questions listed under receptive language.

SUGGESTED DIRECT INSTRUCTION ACTIVITY

A small group activity (approximately 8 children) led by the teacher or educational assistant that can be repeated over a period of a few days (during the work period) with a different group each day.

Follow-Up

Additional activities which reinforce previously learned skills and concepts and extend the learning into enrichment activities.

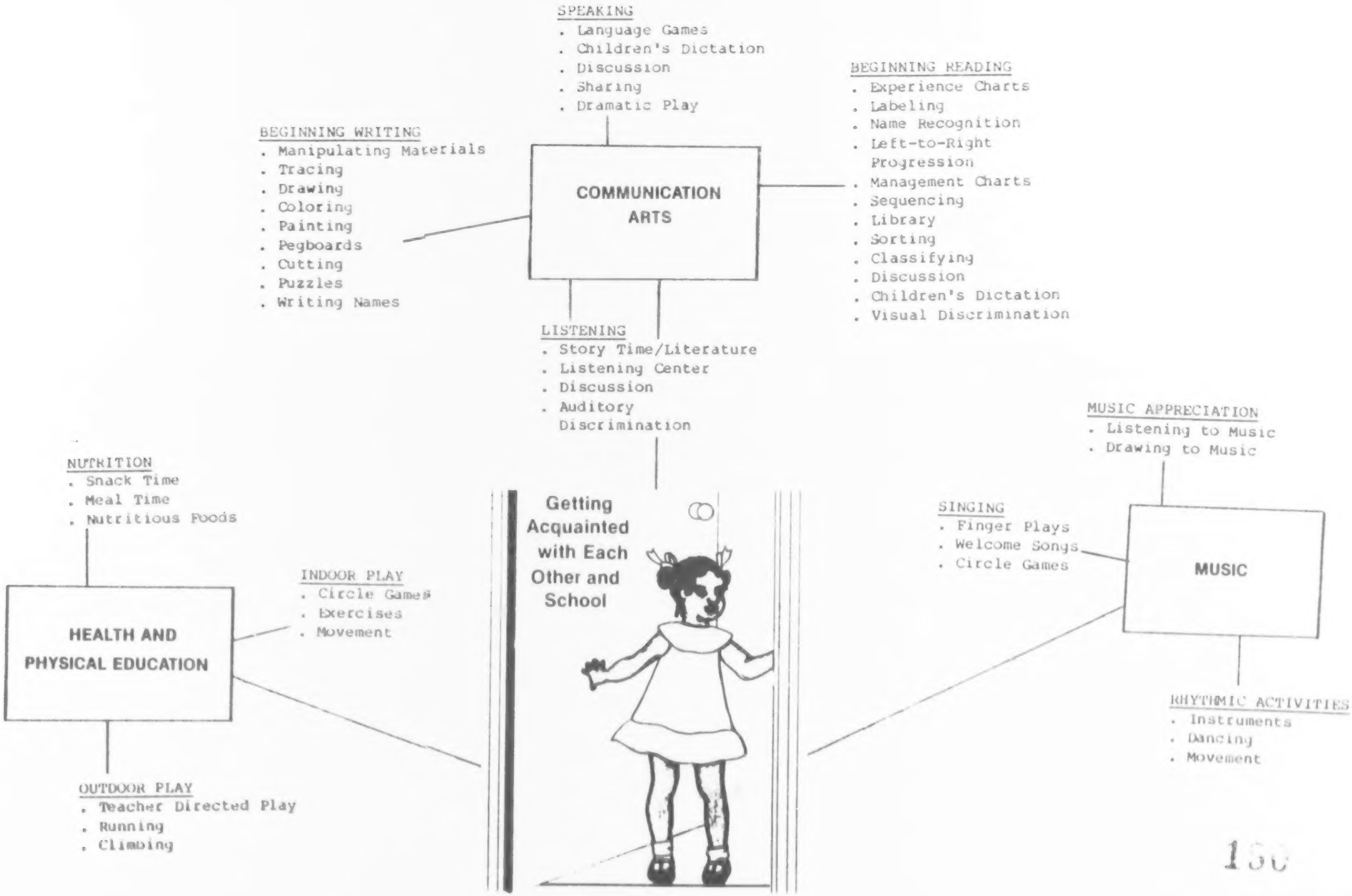
Getting Acquainted with Each Other and School

RATIONALE

Getting Acquainted with Each Other and School is an appropriate beginning theme for children entering school for the first time and for those with preschool experience. This theme will acquaint the children with their new environment and help them understand that school can be a safe, happy place in which to learn, work, play, and live for a part of the day. In adapting to a group other than the family, the children will realize that other people are important and necessary for their well-being and happiness, and that each has contributions to make to the working life of the group.

The five-year-old's interest in the school is keen. Motivation for this theme is easily stimulated, allowing the teacher to capitalize on the children's spontaneous interest and curiosity.

Getting Acquainted with Each Other and School provides many opportunities for the children to interact with and explore their new environment--people, play equipment, materials, books and pictures. Children are given the opportunity to raise questions which may become the basis for dramatization, creative expression and the language activities of conversation and discussion. Within the framework of the theme development there are opportunities for the children to participate in planning, making choices, and decision-making.



COMMUNICATION ARTS

SPEAKING
- Language Games
- Children's Dictation
- Discussion
- Sharing
- Dramatic Play

BEGINNING WRITING
- Manipulating Materials
- Tracing
- Drawing
- Coloring
- Painting
- Pegboards
- Cutting
- Puzzles
- Writing Names

BEGINNING READING
- Experience Charts
- Labeling
- Name Recognition
- Left-to-Right Progression
- Management Charts
- Sequencing
- Library
- Sorting
- Classifying
- Discussion
- Children's Dictation
- Visual Discrimination

LISTENING
- Story Time/Literature
- Listening Center
- Discussion
- Auditory Discrimination

Getting Acquainted with Each Other and School

HEALTH AND PHYSICAL EDUCATION

NUTRITION
- Snack Time
- Meal Time
- Nutritious Foods

INDOOR PLAY
- Circle Games
- Exercises
- Movement

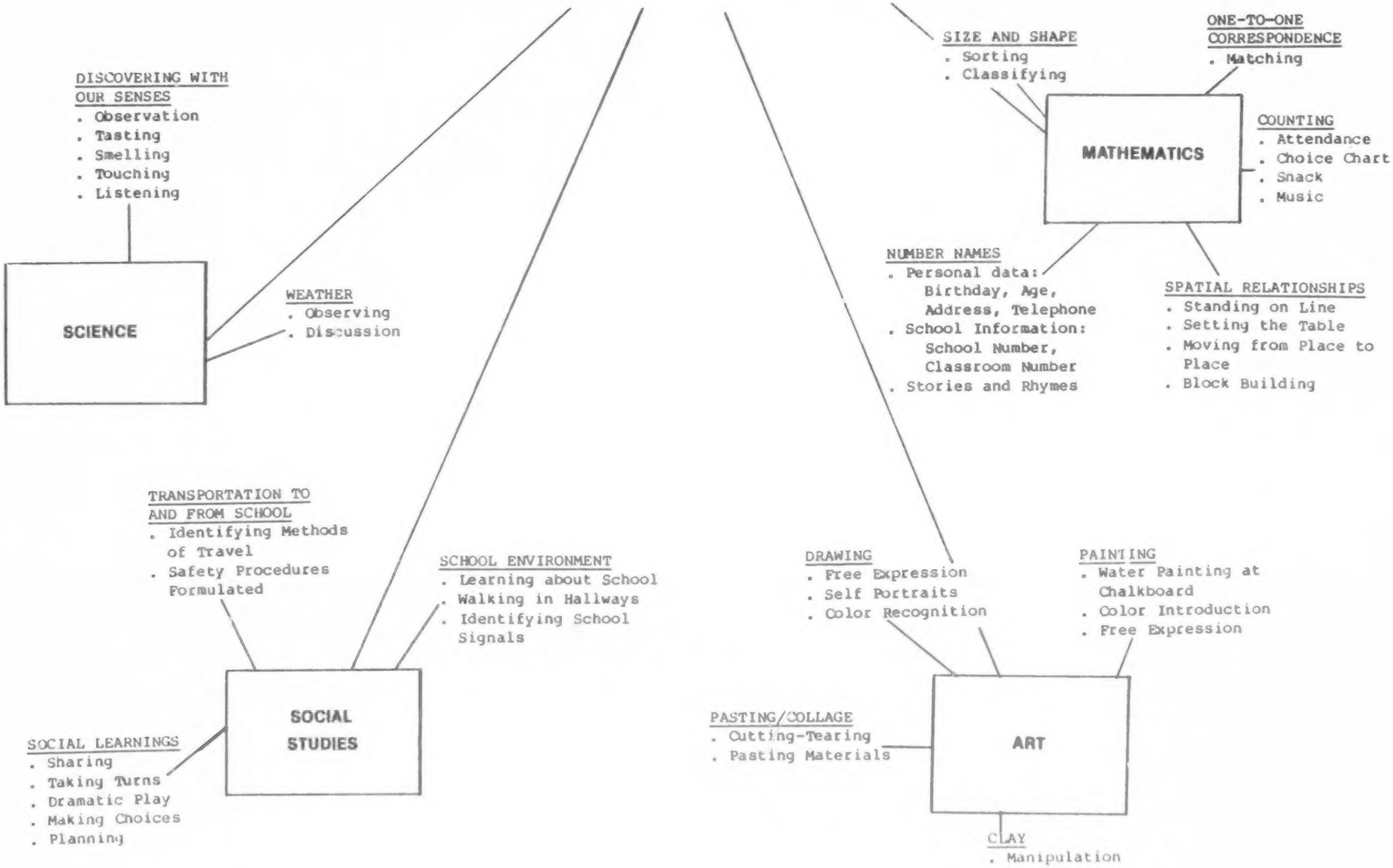
OUTDOOR PLAY
- Teacher Directed Play
- Running
- Climbing

MUSIC

MUSIC APPRECIATION
- Listening to Music
- Drawing to Music

SINGING
- Finger Plays
- Welcome Songs
- Circle Games

RHYTHMIC ACTIVITIES
- Instruments
- Dancing
- Movement



SCIENCE

DISCOVERING WITH OUR SENSES
- Observation
- Tasting
- Smelling
- Touching
- Listening

WEATHER
- Observing
- Discussion

SOCIAL STUDIES

TRANSPORTATION TO AND FROM SCHOOL
- Identifying Methods of Travel
- Safety Procedures Formulated

SCHOOL ENVIRONMENT
- Learning about School
- Walking in Hallways
- Identifying School Signals

SOCIAL LEARNINGS
- Sharing
- Taking Turns
- Dramatic Play
- Making Choices
- Planning

MATHEMATICS

SIZE AND SHAPE
- Sorting
- Classifying

ONE-TO-ONE CORRESPONDENCE
- Matching

COUNTING
- Attendance
- Choice Chart
- Snack
- Music

NUMBER NAMES
- Personal data: Birthday, Age, Address, Telephone
- School Information: School Number, Classroom Number
- Stories and Rhymes

SPATIAL RELATIONSHIPS
- Standing on Line
- Setting the Table
- Moving from Place to Place
- Block Building

ART

DRAWING
- Free Expression
- Self Portraits
- Color Recognition

PAINTING
- Water Painting at Chalkboard
- Color Introduction
- Free Expression

PASTING/COLLAGE
- Cutting-Tearing
- Pasting Materials

CLAY
- Manipulation

THEME

Getting Acquainted with
Each Other and School

LEARNING EXPERIENCE

Snack Time (On-Going Activity)

CONTENT AREA

Health and Physical
Education/Nutrition

CONCEPTS

- Hygiene practices precede eating.
- Good foods are essential to good health.
- Social skills enhance the eating experience.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
	Teacher	Children		
The children will: . develop and practice good hygiene, e.g., washing and drying hands before handling foods; cleaning snack area. . develop and practice good nutritional habits, e.g., selecting nutritious foods for snack. . practice social skills, e.g., taking turns; saying "please" and "thank you." . extend their understanding of the concepts by relating them to other curriculum areas.	. provides materials. . establishes routines: washing hands; preparation of attractive area; serving; sharing; counting materials. . matches one setting to each child; models taking turns. . identifies foods and materials by name. . Promotes a pleasant atmosphere, e.g., models courteous behavior. . discusses nutritious snacks with children. . makes charts of nutritious snacks with children. . reads chart with children. . Assists children to make individual food books. . labels foods and materials.	. wash and dry hands. . participate in routines. . name foods and materials. . read labels. . participate in discussions. . contribute to snack chart. . read chart with teacher. . make individual food books. . read picture recipes of snacks. . classify foods, e.g., fruits, vegetables, dairy products, beverages. . make a taste chart, e.g., salty, sweet, crunchy.	Communication Arts: - new vocabulary - sequencing - following directions - reading Creative Arts: - aesthetic development Health and Physical Education: - eye-hand coordination - safety consciousness - nutrition awareness Mathematics: - one-to-one correspondence - *counting - *graphing - classifying Science: - observing properties and attributes - predicting Social Studies: - taking turns - following rules - respecting individual tastes and differences * Cooking experiences integrate all of the above areas.	soap water paper plates cups napkins straws pitcher trays foods sporks **VOCABULARY** pour drink eat fruits vegetables please Thank you placemats pitcher healthy beverages food names share nutritious delicious salty sweet

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. How many cups do you need for your table?
2. What are we eating/drinking?
3. Why do we wash our hands before we eat?
4. What else do we do before we eat?
5. Why do we have snack time?
6. What do you like for a snack?
7. Can you think of another way to have snack time?
8. How can we make snack time more enjoyable?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Are children using accurate words to name foods and materials?
- Do children express orally an appreciation of aesthetic qualities of snack time?
- Do children match, one to one, materials to persons?
- Are children able to count objects accurately?
- Can children distinguish one food from another?
- Do children exhibit courteous behavior?
- Can children follow sequence of picture recipes?
- Can children categorize foods according to groups?

*SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To develop counting skills through graphing.

Motivation:
Discussion of food preferences during snack time.

Materials:
chart paper; colored squares representing different snack foods, pictures of foods

Procedure:
- Group decides on five most popular foods.
- Teacher prepares graph chart with food pictures.
- Children are grouped by their snack preference.
- Children receive colored squares representing food choices.
- Children attach their squares in the appropriate column on the chart.
- Teacher elicits counting through appropriate questions, e.g.: "On our graph, how many children like fruit for a snack?"

Follow-up:
- Review of favorite snack graph on succeeding days.
- Graphing of snack according to food groups.

* Small groups can prepare snack in housekeeping area or cooking center.

LANGUAGE EMPHASIS FOR THE E.S.L. STUDENT

Following Directions:

- Stand up if you like (name of fruit).
- All those with a (name of color) square, sit here.
- Put your square on the chart.

Receptive:

Food names   color names   counting

- Who likes to eat (name of fruit)?
- Who else likes (name of fruit)?
- What do you like to eat?
- What does he/she like to eat?
- Do you like to eat (name of fruit)?
- Does she/he like to eat (name of fruit)?
- How many people like to eat (name of fruit)?

Productive:

- I like to eat (name of fruit).
- He/she likes to eat (name of fruit).
- Yes, I do. She/he does.
- No, I don't. She/he doesn't.

THEME
Getting Acquainted with
Each Other and School

LEARNING EXPERIENCE

Using a Choice Chart

CONTENT AREA
Mathematics

CONCEPTS

- Choice charts enable us to make independent choices.
- Objects can be matched in a one to one correspondence.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
	Teacher	Children		
The children will: . make one-to-one correspondence of sets. . develop language related to mathematics, e.g., more than, less than, first, last. . use counting in daily activities. . use a number to name a group. . make independent choices.	. makes a choice chart indicating learning centers, e.g., block corner, housekeeping center, art area. . provides materials for name cards. . assists children in making name cards. . identifies the centers shown on the choice chart. . leads a discussion on why the number of children in each center is limited. . shows how to match name cards and spaces in centers by one to one correspondence. . establishes the routine of making a selection on the chart.	. make name cards using pictures or their printed names for identification. . participate in discussion. . count to find the total number in a group. . match name cards to spaces in learning centers. . participate in routines. . make choices from chart.	Communication Arts: - new vocabulary - discussion - listening - word recognition (names, centers) - auditory/visual discrimination Creative Arts: - drawing symbols/faces Health and Physical Education: - moving safely - spatial relationships - eye-hand coordination Mathematics: - counting - one-to-one - sets/groups - number games Social Studies: - working in groups - sharing - respecting rights of others - taking turns - making decisions	choice chart (appendix) chart paper pictures of interest areas oaktag strips crayons markers scissors **VOCABULARY** choice chart center housekeeping area block center game puzzle library art water sand count group number

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. What are the names of the different centers on our chart?
2. How many children can work in the housekeeping center at one time? block center?
3. Why do we need to put our names in the slots on the chart?
5. How do you choose what center you would like to go to?
6. Can you think of another way we can form groups to work and play?
7. What things can we count in our classroom?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Are children using number names when they speak?
- Can children count the number in a group?
- Are children making center area choices based on number?
- Do children count other groups of objects in their play?
- Do children make independent choices?
- Can children recognize personal name cards?

*SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To develop visual and auditory recognition of names of children in the class.

Motivation:
The teacher says, "Let's take attendance by singing today. We can practice our singing and see who is here. Listen while I sing my name." The teacher demonstrates by singing own first and last name in a simple tune.

Materials:
individual name cards

Procedure:

. The teacher holds up the first name card.
. The teacher sings the first name of the child, such as: "Kevin, Kevin, sing us your name".
. Then the child responds: "Kevin Moore, that is my name".
. The teacher helps children who have difficulty with their own names.
. Continue with the rest of the name cards in a similar manner.
. When a child's name is sung and the child is not present, the class can respond: "Absent, absent, absent today.

Follow-Up:

. Routine of taking attendance is continued in this manner.
. Children choose their own name cards for identification of art work or for copying their names.
. Use child attendance chart.

LANGUAGE EMPHASIS FOR THE E.S.L. STUDENT

Following Directions:

. Listen.
. Look.
. Sing your name.

Receptive:

. (Child's name), sing us your name.

Productive:

. (Child's name), that is my name.
. Absent, absent, absent today.

THEME
Getting Acquainted with
Each Other and School

LEARNING EXPERIENCE

Making a Book: "All About Me"

CONTENT AREA
Communication Arts

CONCEPTS

- A book is a collection of pages fastened together.
- We can make books.
- We can make books about things we know and like.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
	Teacher	Children		
The children will: . learn to identify a book. . learn a way to make a book personal. . express knowledge of personal attributes and preferences. . develop positive self-concepts. . appreciate similarities and differences of other children.	. reads a book about a child to the class. . encourages discussion relating child in story to themselves. . suggests each child draw a picture of self for "All About Me" book. . introduces pages of appropriate pictures of children, toys,etc. . demonstrates how to cut out pictures, arrange on page, and paste. . staples completed pages together with prepared covers: "All About Me." . helps each child write name on cover. . instructs children to choose pictures to represent personal choices. . teaches song: "I Really Do Know About Me." (Appendix)	. listen to story. . participate in discussion of likenesses and differences. . draw pictures of themselves. . practice naming familiar categories. . listen to directions. . practice following directions, sharing, cutting, pasting. . write part or all of their own names or watch teacher write names. . verbalize own experiences to another child and to a group. . sing and engage in rhythms.	Communication Arts: - listening/speaking - visual discrimination - sequencing - writing Health and Physical Education: - eye-hand coordination - fine motor skills Creative Arts: - drawing - collage - spacing - cutting Music: - singing - rhythmic movements Mathematics: - sorting - classifying - one-to-one correspondence - counting Science: - observing Social Studies: - respecting individual attributes and preferences - sharing experiences and materials - enhancing self-image	storybook pictures from magazines, catalogs, scissors construction paper paste **VOCABULARY** book pictures page choose cut paste arrange collage blunt pointed alike different scissors hold self-portrait

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. What did we find out about the child in this book?
2. What are your favorite toys, colors, foods, TV shows, etc.?
3. What pictures do you want to put in a book that's all about you?
4. How many pictures did you put in your book? Can you count them?
5. How many pages did you use for your book? Can you count them?
6. What did we do to make our books? first? next?
7. What did we find out about (child's name) from his/her book?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Do children choose appropriate pictures to represent themselves?
- Do children begin to cut and paste with proficiency?
- Do children begin to develop positive self-concepts?
- Do the children's sharings communicate learned vocabulary and an understanding of the activity?

*SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To develop fine motor skills.

Motivation:
To make a piece of personal art for book: "All About Me."

Materials:
9 X 12 sheets of construction paper, scissors for each child in group, paste

Procedure:

- Each child receives paper and scissors.
- Teacher helps children to hold scissors; to place fingers in handles; to get started cutting.
- Throughout activity, teacher questions and elicits children's responses about: experience and associations with scissors; using scissors safely.
- Children paste their cut pieces of paper onto one sheet, forming a collage, and enter into book, "All About Me."

Follow-Up:

- Daily practice cutting paper: large simple shapes, then pictures.
- Children cut out pictures for a group book or collage, "All About Us."

LANGUAGE EMPHASIS FOR THE E.S.L. STUDENT

Following Directions:

Cut. Paste. Take. Make. Show.

Receptive:

Paper
pieces
picture
scissors
paste
book

- What are you doing?
- Are you ____ (cutting, pasting, etc?)

Productive:

- I am _____ (cutting, pasting).
- I am _____ (making a picture, a book).
- We are ______ (making a picture, a book).
- This is my ______ (book, picture).
- Are you _____ (cutting, pasting, making a picture, making a book)?

THEME

Getting Acquainted with
Each Other and School

LEARNING EXPERIENCE

Using a Name Chart

CONTENT AREA

Social Studies

CONCEPTS

- Each person is special.
- Each person has a name.
- Naming traditions vary around the world.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
	Teacher	Children		
The children will: . learn their full names. . develop appreciation for cultural similarities and differences. . discover that people have more than one name. . discover that family names are important in identifying people. . develop a positive self image.	. introduces chart to group and sings, "Name Song" (Appendix). . prints full name on chart for each child. . repeats "Name Song" asking children to say full names. . discusses parent letter with children. . sends letters (Appendix) home and makes sure they are all returned. . prepares "Name Chart" (appendix). . uses dictionaires, baby namebooks, encyclopedia or foreign language speaker, to research each child's name, e.g., Pedro, Peter = rock in Greek.	. take letters home and discuss names with parents. . sit in group and respond to song by saying their names. . listen while teacher reads each letter. . respond by answering with full name.	Communication Arts: - new vocabulary - etymology - listening/speaking - visual/auditory discrimination - discussion Mathematics: - counting -*classifying - comparison Music: - singing Science: - observing Social Studies: - respecting each others differences - group identification - positive self-image	rexographed letter to parents name chart **VOCABULARY** given name middle name family name nickname full name Name Chart column letters

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. What is your full name?
2. Do you have a nickname? What is it?
3. Were you named after anyone in your family? Who?
4. What do they call you at home?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings

- Do the children know their full names?
- Are the children aware of their names?
- Are the children using names to address other children?
- Are the children respectful of "foreign" and/or uncommon names?
- Are the children aware of teachers' names?

*SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To be able to classify names according to number of letters. To develop visual discrimination. To recognize their names.

Motivation:
Read a story such as "Tiki Tiki Tembo," Rumplestiltskin or any story about a character with a very long name.

Materials:
nine large manila envelopes labeled with numerals and circles from 1 - 9, activity board (appendix), markers, oaktag, photograph of each child, "Name Song" see appendix.

Procedure:

. Teacher staples photograph onto oaktag strip and prints child's first name.
. Sings "Name Song" with children and introduces Activity Board.
. Distributes name strips using various techniques: ex., "Whose name is this?" "Whose picture is this?" "Look for your name." "Is this your name?" etc.
. Helps children read the numerals on the envelopes.
. Helps children count letters in their names and place in the corresponding envelope.
. Helps children count letters on name strips in each envelope.

Follow-Up:

. Make a graph based on activity board.

LANGUAGE EMPHASIS FOR THE E.S.L. STUDENT

Following Directions:

. Look for your name.
. Put your name under the number strip.
. Count the numbers.
. Count the letters in your name.
. Put it in the pocket.
. Take it out of the pocket.

Receptive:

picture	pocket	letters
name	board	counting 1-10

. What is your name?
. Is this your name?
. How many letters do you have in your name?
. Do you have (number) letters in your name?
. Does (name of pupil) have (number) letters in his/her name?

Productive:

. That is _____ (my, your) name.
. I have (number) letters in my name.
. (Name of pupil) has (number) letters in his/her name.

* Have a number strip for the child to compare with the name strip. The spacing of the numbers on the strip is the same as the letters in the name. The child places name strip above the numbers and counts.

THEME
Getting Acquainted with
Each Other and School

LEARNING EXPERIENCE

Listening Game

CONTENT AREA
Science

CONCEPTS

- There are many different sounds around us.
- We hear with our ears.
- We hear sounds; we cannot see sounds.
- We can often tell what makes a sound without actually seeing the object.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
	Teacher	Children		
The children will: . identify sounds of objects in the classroom. . identify various objects by sound only.	. provides materials. . establishes routines, e.g., taking turns. . demonstrates sounds of objects. . matches labels to objects. . reads labels with children. . identifies five items and shows how each one makes a specific sound, e.g., turning dial on toy telephone to make it ring. . asks children to close their eyes. . selects one child to make a sound with one of the objects. . calls upon children to identify the source of the sound. . puts objects on "sounds" interest center table.	. sit in circle. . name the five items chosen for demonstration: toy telephone, timer, bell, drum, shaker. . read labels with teacher. . close eyes and listen to sounds. . makes sounds with objects. . identify objects by their sounds. . explore objects in sounds interest center. . describe sounds, e.g., ringing, tapping.	Communication Arts: - new vocabulary -*classifying - labeling - auditory/visual discrimination - following directions Creative Arts: - aesthetic development Health and Physical Education: - safety consciousness Mathematics: - one-to-one correspondence - counting - classifying Science: - distinguishing sounds, e.g., soft, loud, low, high - exploring objects and sounds they make Social Studies: - taking turns - similar sounds in other places - predicting sounds	labels for items toy telephone minute timer shaker bell drum tape recorder **VOCABULARY** drum bell minute timer toy telephone shaker ring tick voices listen hear sounds soft loud ears circle rattle beat

SUGGESTED TEACHER QUESTIONS	*SUGGESTED DIRECT INSTRUCTION ACTIVITY	LANGUAGE EMPHASIS FOR THE E.S.L. STUDENT
FOR ENTIRE ACTIVITY 1. What are the names of the things that I placed on the floor? 2. Can we make sounds with the items on the floor? How? 3. Do we see sounds? 4. What other things can we use in our sound game? 5. What part of our body do we use to hear sounds? 6. Listen. What sounds can we hear in our classroom and in the school building? **ASSESSMENT** Teacher determines learning outcomes through observation and recordings. - Are the children able to identify objects in the classroom? - Can they recognize the various objects by the sounds? - Can the children match the label to the object? - Do the children exhibit courteous behavior while they take turns? - Do the children follow directions?	Aim: To visually identify objects that make sounds. Motivation: Brief discussion of listening game and review of items on table in sounds interest center. Materials: construction paper, scissors, magazines, catalogs, envelopes for children to file their pictures, paste, crayons Procedure: . Teacher gives children the opportunity to select a catalog or magazine from which they cut pictures of things that make sounds. . Teacher demonstrates how to fold the piece of construction paper in half. . The children cut their pictures and place them in their envelopes. . The teacher demonstrates how to use the paste. . The children are encouraged to decorate the cover using crayons or one of the pictures. . Children paste their pictures on the remaining pages. . The teacher assists the children in printing their names on the cover. Follow-Up: . Teacher tapes children's voices. . Children choose additional items for the Sound Table. . Teacher and children tour the school building to hear other sounds.	Following Directions: . Make a circle. . Listen! . Do you hear? . Close you eyes. . Make a sound. Receptive: bell car drum telephone . Is it (name of person)? . Is it a (bell, car, etc.)? . Who is it? . What is it? Productive: . It's (name of person). . Yes, it is (name of person or object). . No, it isn't (name of person or object). . Yes/No. . It is (name of person or object). . It's a (bell, car, etc.). . I think it is (name of person or object).

THEME

Getting Acquainted with Each Other and School

LEARNING EXPERIENCE

Depicting Our School

CONTENT AREA

Art

CONCEPTS

- Things that we see can be recreated through art and construction.
- The work of the individual is respected in the creative process.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
	Teacher	Children		
The children will: . recall experiences and express them through various media. . clarify understandings about the school through the creative process. . recognize and identify colors. . develop gross and fine motor skills. . develop positive feelings about their performances.	. takes the children for a walk around the school building. . identifies specifics about the school building. . initiates classroom discussion of things they have seen on trip; how they might be depicted. . initiates a discussion of the various media available; e.g., blocks, crayons, paint, markers. . provides media and encourages use. . discusses colors and color names. . supervises small groups at work. . displays childrens' work. . asks children to describe what they have made.	. observe on school trip. . listen to and participate in discussions. . choose the medium they wish to use. . explore and experiment with materials. . work independently or in groups. . identify colors and color names. . depict the school. . tell about their work. . develop awareness of multicultural likenesses and differences.	Communication Arts: - direct observation of school building - discussion - vocabulary development - identification of objects drawn - use of drawings, paintings, and to express ideas -*visual discrimination Creative Arts: - manipulative skill - personal expression - aesthetic sensitivity Health and Physical Ed: - safety rules - large motor control - eye-hand coordination Mathematics: - awareness of cardinal and ordinal numbers - spatial relationships Science: - exploring - observing Social Studies: - working together - getting acquainted - map skills	paint brushes newsprint crayons colored paper markers blocks scissors clay paste chalk collage box **VOCABULARY** building picture color names draw stroke paint brush easel map first second third fourth mural

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. What did we see on our walk?
2. What art materials are you using?
3. What else will you put in your picture?
4. What color do you think would be good for the ___?
5. What other colors did you use?
6. What can you tell us about your picture? painting? block building?
7. What are some other ways we can tell about our school?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Does children's work indicate details?
- Do children work independently?
- Can children use materials effectively?
- Are many colors used?
- Do children work carefully?
- Do children finish their work?
- Can children name the colors?
- Do children participate in discussions?

*SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To use drawings/paintings to express ideas.

Motivation:
When a child has finished a painting or drawing the teacher might ask, "Would you like to talk to me about your picture? What would you like me to write about your picture?"

Materials:
children's paintings and drawings, paste, markers, craft paper for mural

Procedure:
- Children create a "Talking Mural" using pictures they drew related to a theme, trip, or story, e.g., a trip around school.
- Children identify objects drawn.
- Teacher draws large bubble next to each picture.
- Children dictate sentences about their pictures.
- Teacher writes what the children dictate in the bubbles.
- Children read the talking mural together.

Follow-Up:
- Matching words to words on experience chart.
- Matching words to labels around the room.

LANGUAGE EMPHASIS FOR THE E.S.L. STUDENT

Following Directions:

- **Let's take a walk.**
- **Go to the door.**
- **Turn ____ (left, right).**
- **Walk.**
- **Go up the stairs.**
- **Go down the stairs.**
- **Make a picture about your school.**

Receptive:

classroom
bathroom
cafeteria
yard
library
principal's office

- **What is this?**
- **Where do you want to go?**
- **Where did we go?**

Productive:

- This is the ________ (school, classroom, etc.).
- I want to go to the (name of room).
- We want to the (name of room).

E.S.L. EXTENDED LESSON

Aim:
To develop children's ability to distinguish voices.

Motivation:
Teacher says "Let's make a circle." Has children identify and say the name of every pupil in the class.

Materials:
mask

Procedure:
. Group forms circle.
. One child sits in the center with mask.
. Teacher selects child from circle to say in a natural voice to the masked child: "Hello Jane" (masked child's name).
. Group chants:

Jane, Jane, use your ears.
Tell us, tell us who you hear.
Who is it?

. Masked child responds: I think it is _______. Is it _____ ?
. Group responds: Yes it is. No it isn't.

E.S.L. EXTENDED LESSON

Aim:

To pratice using the possessive pronoun, the verb, to be.

Motivation:

Sing "How many letters" (to tune of Frere Jacques) (Appendix). Teacher sings song with children using each child's name. Children count letters in their names.

Materials:

prepared graph chart (Appendix), name strips, gummed circles

Procedures:

- Teacher says, "Let's see how long your name is."
- Teacher displays graph.
- Teacher distributes name strips.
- Teacher helps each child individually to count the letters and paste appropriate number of circles on the bar graph going from left to right.
- During this phase, teacher uses the following sentence patterns:
  How many letters are there in your name?
  How many circles do you need?
  Does your name have (number) letters?
- When bar graph is completed, teacher helps children analyze the information by asking:
  Who has (number) letters in their name?
  Who else has (number) letters in their name?

The Family

RATIONALE

The theme, The Family, is built on the daily experiences of the children. The Family gives the children opportunities to share these experiences and to expand their understandings of the family. The Kindergarten child's natural proclivity for discussing "I", "me", and "mine" provide a legitimate stimulus for The Family theme.

In developing The Family, the teacher should help the children to become aware of several concepts. The word "family" includes the extended family. Families and individuals are similar in many ways but they also differ. Children should be made cognizant of the fact that people can live and work together comfortably and cooperatively even though they may differ in certain ways. Discussion of individual differences includes mentioning that some people have handicaps. Since family members may work both at home and outside the home, study of The Family includes learning about responsibilities at home, in the community, and at a job. This is the beginning of career awareness.

COMMUNICATION ARTS

LISTENING
- . enriching vocabulary
- . stories
- . following directions

SPEAKING
- . enriching vocabulary
- . planning
- . discussing
- . dictating
- . asking questions
- . reporting
- . dramatic play

BEGINNING READING
- . visual discrimination
- . main idea
- . sequence of events
- . recognizing details
- . bookmaking
- . experience charts
- . left to right progression
- . written word conveys meaning
- . recognizing signs and labels

BEGINNING WRITING
- . manipulating materials
- . drawing
- . coloring
- . cutting
- . pasting
- . puzzles
- . copying

HEALTH AND PHYSICAL EDUCATION

HUMAN NEEDS
- . caring for an infant

SAFETY
- . cooking
- . using scissors

The Family

MUSIC

MUSIC
- . songs
- . fingerplays

COOKING
- observing
- comparing
- following directions
- changing properties of foods
- drawing inferences and making generalizations
- discovering with our senses

SCIENCE

SCHOOL AND HOME ENVIRONMENT
- relating home and school activities
- developing interest in family traditions
- learning about responsibilities and interdependence of family and community members
- learning that individuals and families change
- learning that people work to make money

SOCIAL LEARNINGS
- participating in group activities
- sharing
- making choices and decisions
- developing courteous behavior
- identifying jobs
- learning about handicapped people

SOCIAL STUDIES

SPATIAL RELATIONSHIPS
- position
- setting table
- stories

NUMBER NAMES
- personal data
- age
- recognition of numerals

ONE-TO-ONE CORRESPONDENCE
- matching
- setting table
- distributing food
- buying groceries
- selling cookies

MATHEMATICS

COUNTING
- number of crackers needed
- number of cups needed
- money

SIZE AND SHAPE
- classifying
- weighing and measuring
- seeing likenesses and differences

COLLAGE
- manipulating materials
- noticing details
- visual discrimination
- classifying

MAKING STICK PUPPETS
- drawing
- coloring
- cutting
- noticing details
- classifying
- eye-hand coordination

ART

THEME
The Family

LEARNING EXPERIENCE

Storytellers in Our Family

CONTENT AREA
Communication Arts

CONCEPTS

- Sometimes we read stories in books.
- Some people can tell stories.
- Sometimes there are people in our families who tell stories.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
	Teacher	Children		
The children will: . recall people in their family who tell them stories. . indicate what these stories are about. . begin to develop an appreciation for family history and traditions. . develop interest in spoken language. . expand their understandings about other families, their traditions and heritage.	. tells story from own childhood that was told by parent or grandparent. . leads discussion on storytelling, emphasizing that some family members tell folk tales and stories about family events and their childhoods. . lists children's names and the names of the storytellers in their families. . compiles responses and sets up schedules. . welcomes the storyteller and arranges a suitable atmosphere for storytelling. . audio tapes and/or video tapes the storytellers in action, takes pictures.	. listen and think of similar stories told by their families. . name people in their families and the kinds of stories they tell. . prepare invitations for family members to visit class. . take schedules home to family. . greet the guest(s) and arrange themselves comfortably for listening. . listen, ask questions, comment about story. . make thank-you notes and illustrations of the story they heard. . retell the story.	Communication Arts: - vocabulary enrichment - listening for meaning - focusing on oral language - oral history of one's culture Creative Arts: - awareness of storytelling through dramatization Health and Physical Education: - fine motor follow-up activities Mathematics: - concepts in the story Science: - comparing similarities and differences Social Studies: - sharing cultural experiences - respecting others - bridging the home-school gap	paper pencils markers crayons tape recorder (if available) video recorder (if available) camera **VOCABULARY** story storytellers folktale fairy tale make-believe true real characters beginning middle end

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. Who tells you stories at home?
2. What are those stories about?
3. Why do you think that person is a good storyteller?
4. What kinds of stories would you like to tell to your younger brothers and sisters? friends? cousins?
5. How can you be a good storyteller?
6. Can you re-tell the story that Carmen's grandmother told us?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Is there evidence of children's growing interest in and respect for other people?
- Have the children shown a sense of self-pride and respect for the lifestyles of their own family members?
- Are the children interested in family traditions, language and culture?
- Have the children improved their listening and speaking skills?

*SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To develop oral language through storytelling

Motivation:
Teacher begins a story utilizing a story starter technique; e.g., "Phyllis came into the classroom one morning and found a huge red box on the desk."

Materials:
tape recorder (if available), pictures that imply stories and/or teacher-created situations (fact or fancy)

Procedure:

. Each day teacher works with an individual group.
. Children are presented with a picture or a story starter.
. Teacher asks questions to generate responses. Teacher calls on volunteers to develop the story.
. Children play back their original story on the tape recorder and respond to it.
. Children have the option of retelling the story, making changes, and adaptations.

Follow-Up:

. Sharing taped stories with other classes.
. Illustrating own oral stories.
. Telling stories to siblings, cousins, and adult family members.
. Inviting various staff members (principal, custodian) to classroom for the purpose of story-telling.

LANGUAGE EMPHASIS FOR THE E.S.L. STUDENT

Following Directions:

. Look and listen.

Receptive:

came
looked
morning
found
opened
classroom
shook

. Phyllis came to the classroom one morning and found a big red box. (Repeat if necessary)
. Where did she find it? When did she find it?
. What do you think happened next?
. After she ____ (looked at, shook, opened, etc.) the box, what happened?
. What was in the box?
. Was there a _____ in the box?

Productive:

. She found it in the classroom.
. She _____ (looked at, shook, opened, etc.) the box.
. Phyllis ____ (smiled, ran away, etc.).
. There was a _____ in the box.
. Yes, there was.
. No, there wasn't

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. How do the members of your family help each other?
2. Are there any babies in your family?
3. What can the baby do?
4. What is the difference between a baby and you?
5. How can you help to take care of the baby?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Did children relate home experiences?
- Were they able to describe family changes?
- Could they relate how family members help each other?
- Did they observe and describe what babies can do?
- Did they understand similarities and differences between families?

*SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To develop visual discrimination by distinguishing likenesses and differences in photographs.

Motivation:
Ask children to bring in pictures of themselves as babies.

Materials:
baby pictures
chart paper
double-faced tape or
photograph mounting corners

Procedure:
- Teacher asks children to bring in baby photos in sealed envelopes.
- Teacher mounts photos on chart.
- Teacher and class decide on suitable title for chart.
- Groups of children meet with teacher to discuss baby pictures.
- Children attempt to match pictures and classmates, and discuss growth, change, similarities.
- Individual children relate amusing stories about what they did as children.

Follow-Up:
- Make a birthday book. Children draw how they celebrate birthdays.
- Writing individual books: When I Was a Baby. Teacher can take dictation or children can write under their own illustrations.
- Contributions from home: baby clothes for dolls, plastic bottles.
- Children can cut out pictures from magazines to make a chart of things babies need.

LANGUAGE EMPHASIS FOR THE E.S.L. STUDENT

Following Directions:

- Look at the pictures.

Receptive:

baby adult boy girl

- Is this (a baby, an adult/a grownup)?
- Is this a (boy, girl)?
- What are these?
- Who does this baby look like?
- What is different?

Productive:

- Yes, it is.
- No, it isn't.
- This is a (boy, girl).
- These are (boys, girls, babies, pictures).
- It looks like (child's name).
- Yes, he/she does.
  No, he/she does not.
- Kim's _______ (hand, foot, etc.) or Lisa's is _______ (bigger, smaller, etc.)

THEME
The Family

LEARNING EXPERIENCE
A Baby Visits Kindergarten

CONTENT AREA
Social Studies

CONCEPTS
- Family members are interdependent.
- Many changes occur in family life and structure.
- Individuals change as they grow.
- Families may be different in size and members.
- Families share similar experiences.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
	Teacher	Children		
The children will: . describe home experiences. . note how families change. . learn how family members help each other. . observe and describe what babies can do.	. reads stories based on family themes. . initiates discussion on how families change. . focuses on new baby theme. . writes a letter of invitation to a family with a baby. . helps children plan questions to ask parent. . reviews rules for behavior. . introduces parent and baby to class. . makes a cooperative experience chart with children after visit. . writes thank-you note with children. . encourages children to make a gift for infant.	. listen and describe their experiences. . tell about new siblings, cousins. . dictate letter to teacher. . observe child and listen to parent tell about the infant. . ask questions about infant. . contribute to chart. . participate in writing thank-you note. . Decide what type of toy they will make and send to baby.	Communication Arts: - new vocabulary - discussing, listening - planning - formulating questions - dictation Creative Arts: - noticing details - constructing a toy Health and Physical Education: - human needs - infant care Mathematics: - relative sizes - relative ages Science: - observing - comparing - seeing relationships - drawing inferences and making generalizations Social Studies: - relating home activities - noting individual and family changes - participating in group activities	paper marking pen crayons chart **VOCABULARY** family member names baby item words care for grow old young infant crawls love thank-you note

THEME
The Family

LEARNING EXPERIENCE

Stick Puppets of People at Work

CONTENT AREA
Career Education/
Social Studies

CONCEPTS

- People work to earn money for their needs.
- There are many kinds of jobs.
- We can represent the real world in artistic ways.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
	Teacher	Children		
The children will: . realize that individuals need to work to earn money for their needs. . learn that there are many types of jobs. . understand the non-stereotypical roles of women, handicapped, and elderly in the work force. . use paper in a creative way. . make an artistic representation of the world of work.	. reads books about various occupations. . displays a variety of pictures of people at work including women construction workers, handicapped people, etc. . elicits language about: clothing, work environment, skills, etc. . invites a few parents and/or grandparents to talk about their jobs. . coordinates the speakers program. . thanks speakers formally (orally). . sets up materials to help group of children make stick-puppets of working people.	. listen, observe, comment. . bring in additional pictures from family albums, magazines, newspapers. . discuss, describe and report. . volunteer information about how people in their families earn livings. . take home invitations. . respond to speakers. . send thank-you notes and pictures. . make puppets. . use puppets during work period and/or plan for a class puppet show.	Communication Arts: - listening, discussing - planning - visual discrimination - following directions - interpreting pictures - dramatizing Creative Arts: - noticing details - drawing - cutting Health and Physical Education: - fine motor activity - eye-hand coordination - using scissors - safety rules Mathematics: - seeing likenesses and differences - spatial relationships Science: - observing - making generalizations - seeing relationships Social Studies: - understanding concept of work - making decisions - sharing materials	pictures paper crayons scissors sticks staples wool felt **VOCABULARY** work occupation career skill names of occupations names of specific workers job salary tools instruments

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. What are some of the jobs people have?
2. Example: Who are the people who keep us healthy?
3. Which visitor did you enjoy the most?
4. What did you learn from that person?
5. What kind of work will your puppet do?
6. Does your puppet need tools or instruments? How can you make them?
7. How can we use the puppets to show what people do on their jobs?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Did children indicate their understanding that people work in a variety of ways to earn money?
- Did children list and describe how people work?
- Did they use materials creatively?
- Did they manipulate the materials well? Which children need further help?
- During the puppet show, were the children able to act out the workers' roles appropriately?
- Did children reflect through their behavior their understanding of the roles of women, the handicapped, and senior citizens in the work force?

*SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To develop small motor skills by making a collage.

Motivation:
Children are asked to bring in magazine and newspaper pictures of people working.

Materials:
Magazines, scissors, paste, paper, newspaper, paper towels.

Procedure:

- Teacher and children discuss making a collage about working people.
- Teacher demonstrates: use of scissors, how to paste, placement of cut-out figures on a background.
- Children cut out pictures of workers and paste them on paper.
- Teacher supervises, guides, advises.
- Children clean up after they complete work and place their collages in a display area.
- Discussion of different ways the collages were made.
- Children leave their work on display or take collages home.

Follow-Up:

- Individual books about specific workers; e.g., mail carriers, or about workers in a related field; e.g., people who keep us healthy.
- Masks and/or hats symbolic of specific workers.
- Role playing using masks and hats.

LANGUAGE EMPHASIS FOR THE E.S.L. STUDENT

Following Directions:

- Open the magazine (newspaper).
- Look for pictures of people working.
- Cut out the pictures
- Paste the pictures.
- Clean up.
- Look at the pictures (collages).

Receptive:

open
cut
look
paste
scissors
magazines
newspaper
collage
worker's occupations
picture(s)

- What are (you, they) doing now?
- What is (he/she) doing?
- What did you do today?
- Who are the people in your collage/picture?
- Who is that?
- What is the (worker's name) doing?

Productive:

- I'm _____ (looking for, cutting, pasting) pictures.
- They're _____ (looking for, cutting, pasting) pictures.
- He/She is _____ (looking for, cutting, pasting) pictures.
- I made a picture/collage.
- They are workers.
- It's a (worker's name).
- The (worker's name) is (name of action).

THEME
The Family

LEARNING EXPERIENCE
Constructing a Bakery

CONTENT AREA
Social Studies
Career Education

CONCEPTS
. People work together to provide goods and services.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
	Teacher	Children		
OBJECTIVES The children will: . develop concepts about jobs and working. . understand and act out roles of consumer, producer, provider. . build and participate in a working business. . learn about how people earn their livings.	. provides books and pictures on how family members work. . discusses opening a class store. . discusses with children what they would need to build a bakery. . makes chart listing children's ideas and writes in names of volunteers to work on each part. . provides necessary materials for each group. . works with groups until all projects are completed. . combines all completed projects and assembles them into a store that resembles a bakery.	. tell about and bring pictures showing how people in their family work. . indicate types of stores. . contribute ideas, e.g., counting, cookies, cash register, signs, money, etc. . volunteer to make signs, build the stores, bake cookies. . work cooperatively in small groups on projects. . contribute and place their signs, cookies, etc. in appropriate places.	Communication Arts: - role play - asking questions - sequential planning - signs, charts Creative Arts: - culinary arts - building a store Health and Physical Education: - cleanliness in food preparation - *cooking experiences Mathematics: - measurement - counting Science: - combining elements to form new product - observing changes Social Studies: - group planning - working cooperatively - taking turns - understanding economics - making decisions	cartons boxes construction paper blocks trays cooking utensils measuring tools ingredients hot plate recipes (Appendix) **VOCABULARY** bakery buy sell meet stir drop boil cook names of ingredients measuring

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. How do the people in your family work?
2. How can we build a store in our room?
3. What belongs in a bakery?
4. How can we make some of those things?
5. Who would like to be a baker? salesperson?
6. Who would like to make signs? play money?
7. How can we all enjoy working or buying from the bakery?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- What concepts did children develop about jobs and working?
- How did they act out the roles of consumer, producer, provider?
- Were they able to build and participate in a working business?
- Were they able to learn more about how people earn their livings?

*SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To gain experience in following directions, measuring, mixing.

Motivation:
Children need produce to sell in store

Materials:
Four recipes (see Appendix)

Procedure:
. Teacher prepares ingredient chart and recipe chart.
. Teacher and children shop for ingredients.
. Teacher and small groups make cookies. Children measure, count, mix, pour, etc.
. Cookies are displayed on the counter.
. Children buy and sell cookies in the bakery.

Follow-Up:
. Inviting other Kindergarten classes to purchase cookies.
. Visiting the kitchen of a neighborhood bakery.
. Interviewing the baker.
. Making a class cookbook with recipes, contributed by parents. (These should be easy-to-make dishes that children can make alone or with parents.)

LANGUAGE EMPHASIS FOR THE E.S.L. STUDENT

Following Directions:

. Put (name of ingredient) (in the pan, on the stove).
. Mix (name of ingredient).
. See it melting. Stir it. Drop the cookies.
. See it boiling.

Receptive:

pan
melt
stir
drop
mix
see
put
boil
mixing
heating
cooking

. What do we have?
. What are we going to make?
. What are we doing now?
. What do we need?
. What do you want?
. Where is the money?

Productive:

. We have (pan, various ingredients).
. We are going to make (butterscotch, crunchies, chocolate cookies).
. We need (name of ingredient(s)).
. I want a (cookie), please.
. Here is the money.

E.S.L. EXTENDED LESSON

Aim:
To understand the chart "RULES FOR CLEANING UP"

Motivation:
Teacher asks: What do we do after we eat, play, cook?

Materials:
Prepared chart

Procedure:
. Teacher displays chart.

RULES FOR CLEANING UP
We clean our tables.
We throw away _____ (paper, garbage)
We wash our hands.
We sit quietly.

. Teacher reads each sentence and children repeat. (Teacher and children act out.)
. Variation: Teacher asks individual children: What are you doing?
Child responds: I'm cleaning our tables.
I'm throwing away _____(paper, garbage).
I'm washing my hands.
I'm sitting quietly.
. Variation: Teacher asks: What is _____ (child's name, he, she) doing?
Child responds: _____ is _____ (cleaning our tables, throwing away paper, etc.).
. Variation: Teacher asks: What are ____ and ____ doing?
Child responds: They're _____ (cleaning our tables, etc.).

Follow-Up:
. Students pantomime and play: "Guess what I'm doing?"
. Teacher and children sing and mime to the tune "This is the Way":
This is the way we clean our tables, clean our tables, clean our tables.
This is the way we clean our tables, all day long...

E.S.L. EXTENDED LESSON

Aim:
To develop oral language by telling about the events in a story heard.

Motivation:
Teacher prepares to read an attractive story book and asks children to listen closely to find out what happens in the story.

Materials:
picture storybook

Procedure:
- Teacher tells the story using simple and concise language and shows pictures. (Teacher stops and asks questions whenever it is felt that the content needs clarification.)
- At the end of the story, the story teller helps children recall the story and describe what's happened at different times.
- Teacher shows one picture and asks: What happened?
- Teacher shows another picture and asks: What happened next?
- Have a child select the picture that shows what happened last and tell what happened.

Follow-Up:
- Provide sets of three pictures for children to sequence independently.
- Use three step directions during an art activity. For example:

MAKING A PUPPET

1. Choose a shape.
2. Color it with crayons.
3. Cut it out.

Fall — A Seasonal Change

RATIONALE

Fall--A Seasonal Change is a vehicle for introducing concepts of life cycles to five-year olds on a level which they can understand. The topic, translated into many first-hand experiences, gives the child ample opportunities to develop further awareness as to how living things--humans, animals, and plants--adapt to natural environmental changes.

Through a theme which integrates all curriculum areas and utilizes a wide spectrum of materials and activities, children enhance their cognitive and social skills, their "sense of self" and their gross and fine motor development.

Kindergarten children have already experienced transitions in their lives with the ending of summer, the advent of fall, and the beginning of the academic school year. Five-year olds have already set aside the familiar summer life style, shopped for school clothes, brought souvenirs of summer to school and are most likely adapting well to school. These children should be enjoying the excitement in the daily discovery of what they can do.

The fall theme brings the child's outdoor experiences indoors for further study and expansion. It allows children to go forth into the home and community with colorful leaf mobiles and reasonable thoughts on how they and other living things adapt to fall.

COMMUNICATION ARTS

SPEAKING
- Children's Dictation
- Retelling Stories
- Discussion
- Describing Objects, Pictures
- Language Development
- Poetry, Rhymes and Charts
- Wordless Story Books

LISTENING
- Story Time/Literature
- Poetry, Rhymes and Chants
- Discussion
- Auditory Discrimination Games
- Following Directions, Procedures
- Story Tapes
- Recorded Music

BEGINNING READING
- Charts
- Dictated Stories
- Labeling Objects
- Teacher-read Stories
- Shared Book Experience; Big Books
- Pictures in Sequence Games
- Class Library

BEGINNING WRITING
- Copying from Models
- Experimentation
- Invented Spelling
- Art Activities
- Manipulative Toys and Puzzles
- Writing Names

MUSIC

MUSIC APPRECIATION
- Listening to Music
- Movement to Music
- Discussing Imagery
- Drawing to Music

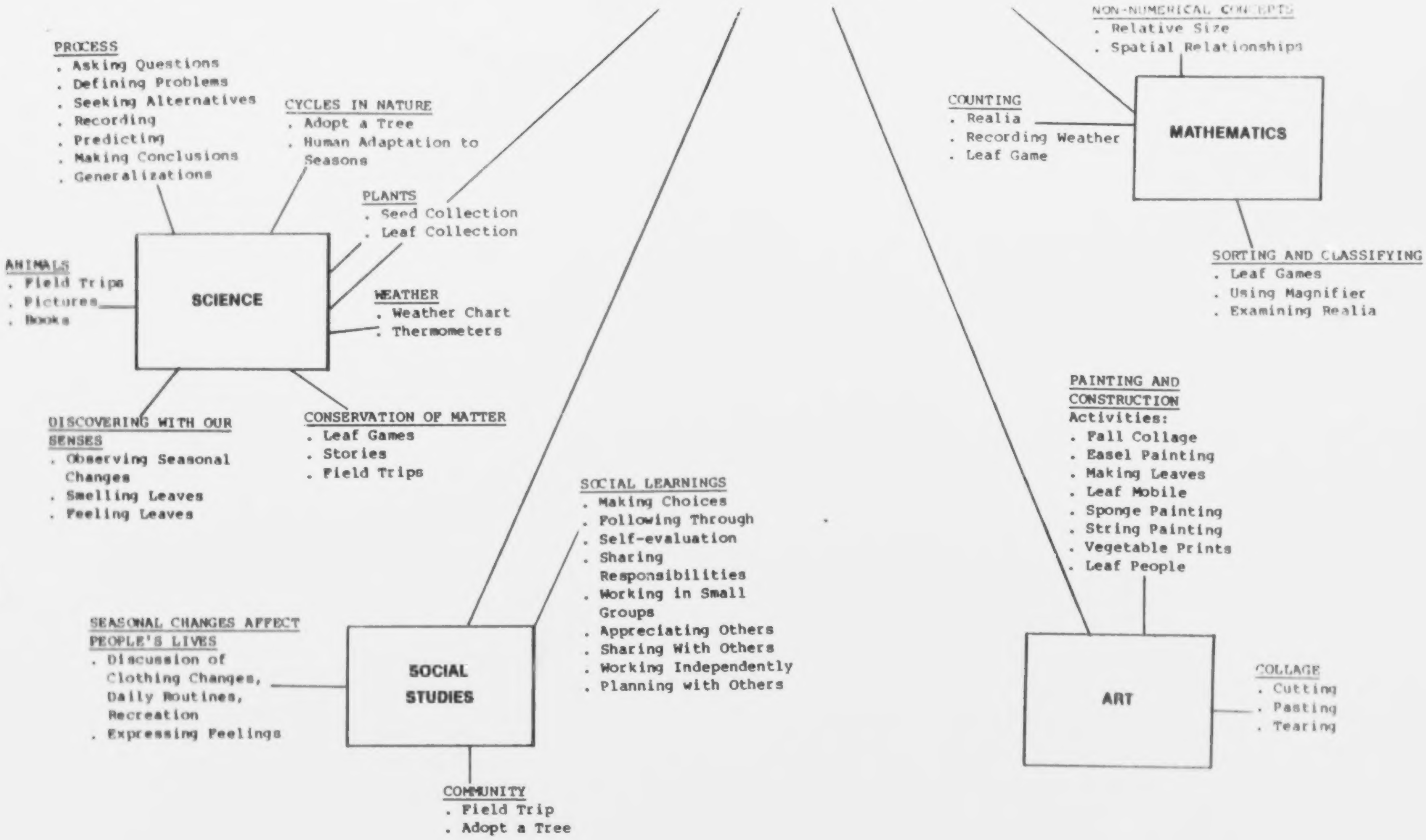
SINGING
- Fall Songs
- Leaf Finger Plays

RHYTHMIC ACTIVITIES
- Rhythms
- Miming
- Recorded Music for Creative Movement
- Instruments
- Song Play

HEALTH AND PHYSICAL EDUCATION

NUTRITION
- Fall Fruits
- Vegetables

Fall — A Seasonal Change



SCIENCE

PROCESS
- Asking Questions
- Defining Problems
- Seeking Alternatives
- Recording
- Predicting
- Making Conclusions
- Generalizations

CYCLES IN NATURE
- Adopt a Tree
- Human Adaptation to Seasons

PLANTS
- Seed Collection
- Leaf Collection

ANIMALS
- Field Trips
- Pictures
- Books

WEATHER
- Weather Chart
- Thermometers

DISCOVERING WITH OUR SENSES
- Observing Seasonal Changes
- Smelling Leaves
- Feeling Leaves

CONSERVATION OF MATTER
- Leaf Games
- Stories
- Field Trips

MATHEMATICS

NON-NUMERICAL CONCEPTS
- Relative Size
- Spatial Relationships

COUNTING
- Realia
- Recording Weather
- Leaf Game

SORTING AND CLASSIFYING
- Leaf Games
- Using Magnifier
- Examining Realia

SOCIAL STUDIES

SOCIAL LEARNINGS
- Making Choices
- Following Through
- Self-evaluation
- Sharing Responsibilities
- Working in Small Groups
- Appreciating Others
- Sharing With Others
- Working Independently
- Planning with Others

SEASONAL CHANGES AFFECT PEOPLE'S LIVES
- Discussion of Clothing Changes, Daily Routines, Recreation
- Expressing Feelings

COMMUNITY
- Field Trip
- Adopt a Tree

ART

PAINTING AND CONSTRUCTION
Activities:
- Fall Collage
- Easel Painting
- Making Leaves
- Leaf Mobile
- Sponge Painting
- String Painting
- Vegetable Prints
- Leaf People

COLLAGE
- Cutting
- Pasting
- Tearing

THEME

Fall

LEARNING EXPERIENCE

Poetry: "The Seasons"

CONTENT AREA

Communication Arts
and Social Studies

CONCEPTS

- People's activities vary from season to season.
- Each season can be enjoyed for its uniqueness.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
	Teacher	Children		
The children will: . derive pleasure and information from poetry. . develop skills of comparison. . listen to and recall poetry. . engage in individual and/or group recitation.	. Elicits information about how fall activities differ from summer activities. . Introduces poem, "The Seasons." (Appendix). . Reads poem. . Rereads poem a few times and encourages children to join in. . Rereads poem and leaves out last word in each line (rhyming). . Encourages children to say poem with teacher. . May have children repeat poem line by line. . Asks for volunteers or small groups to recite poem. . Discusses meaning of poem.	. Talk about what they do during fall that they did/did not do during summer. . Listen to poem. . Begin to join in. . May recite parts of poem with teacher. . May fill in missing words. . Recite poem with teacher. . Repeat line by line. . Tell what they enjoy most about each season. . Discuss poet's meaning.	Communication Arts: - listening to language sounds and patterns - enjoyment of poetry - pleasure of recitation - discussion Creative Arts: - illustrating seasonal interests Health and Physical Education: - exercise and play - dressing for seasons - food variations Science: - hot and cold - weather - temperature Social Studies: - weather and seasons affect work, play, and family needs.	poem: "The Seasons" (Appendix), tape recorder: optional **VOCABULARY** summer winter spring fall rain snow sun warm hot cold icy outdoors freezing indoors play clothing temperature

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. What do you do during fall that you do not do during the summer?
2. What will you do during winter?
3. Which is your favorite season? Why?
4. Which season do you think the person who wrote this poem liked best?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Did children distinguish how the seasons affect their activities?
- Did they match their activities with the appropriate seasons?
- Did they listen to the poem with interest?
- Did they learn to recite the poem?
- Did they understand that the poet enjoyed each season for its own merits?

*SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To provide experiences in creative movement to music.

Motivation:
Teacher holds up a leaf and lets it float to the floor. Teacher asks children "What happened?" Repeats with a feather.

Materials:
Music for "Like a Leaf"; use piano or pre-recorded tape of music

Procedure:
- Teacher should have taught song prior to this lesson.
- Teacher plays the music for singing.
- Teacher and children stand in circle formation, facing center, sing song and act out the words.
- Teacher repeats until most children are comfortable and are making their actions coincide with the words of the song.
- Teacher repeats circle procedures and encourages children to extend their interpretations of the music.

Follow-Up:
- Pantomime fall activities, e.g., walking through leaves, putting on outdoor clothing, etc.
- Listen to recording of instrumental music, e.g., Vivaldi's "Four Seasons: Fall."
- Discuss the imagery of the music.
- Move to the music.
- Make a book compiled of children's drawings of what they do in fall.
- Make individual books illustrating the fall season.

LANGUAGE EMPHASIS FOR THE E.S.L. STUDENT

Following Directions:

- Look at _____.
- Listen.
- Make a circle.
- Stand.
- Put your arms up.
- Move your arms up.
- Turn around.
- Fall down.

Receptive:

leaf feather

- What's happening?

Productive:

- The _____ (leaf, feather) is falling.
- Children sing "Like a Leaf."

THEME
Fall

LEARNING EXPERIENCE

Adopting a Tree

CONTENT AREA
Science

CONCEPTS

. A tree changes with the seasons.
. Living things adapt to seasonal changes.
. Humans, animals, trees, and plants are living things.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS	VOCABULARY
	Teacher	Children			
The children will: . use print in a functional and meaningful manner. . observe and discuss environmental changes. . participate in group discussions and activities. . clarify concepts about what is "alive." . gather specimens for classification and further study. . note different characteristics of trees. . observe creatures who live in trees.	. visits site and identifies trees prior to class trip. . introduces concept of seasonal change by eliciting information from children about their activities during different seasons. . writes letter in chart form to librarian requesting fall books. . reads fall books. . takes class on neighborhood walk. . elicits suggestions from children as to where trees can be found. . helps choose a tree. . identifies tree. . encourages an ongoing discussion. . encourages children to collect leaves, seeds, insects.	. talk about prior first-hand experiences. . dictate letter to librarian. . deliver letter and return with library books. . listen to stories about trees. . look at books. . suggest familiar trees in community. . choose one. . look for leaves, seeds, acorns, pods, insects. . collect realia and bring same back to class.	Communication Arts: - language development - visual discrimination - print awareness - getting information from books - reading Creative Arts: - appreciation of color design, texture - effects of sun/shade Health and Physical Education: - adaptation to seasons - safety rules - edible nuts and seeds - walking as exercise Mathematics: - counting - classifying - estimating Science: - predicting - comparing - observing/reporting Social Studies: - respect for property - group living skills - family needs and activities	tree books pictures of trees magnifying glasses	seasons fall summer tree seed pods seeds temperature cooler colors change water leaves dry crumble insects acorns squirrels trunk bark roots

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. What do you remember about your summer vacation?
2. How are things different now?
3. How do you know that summer has passed?
4. What do we call the season after summer?
5. How can we find out more about fall?
6. Where can we get books about trees?
7. What do you see on this tree?
8. What have you found?
9. What can we do with these leaves and seeds?
10. What can you see under a magnifier?
11. How can we find out more about our tree and record it?
12. Do you think our tree is alive? Why/Why not?
13. How can we find out?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Can children express their thoughts about fall and communicate them to other children and adults?
- Are the children developing a sense of "print awareness?"
- Are they making any distinction between things that are alive and not alive?
- Can children note different characteristics of trees?
- Did they observe creatures that live in trees?

*SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To use a magnifying glass to note details; similarities and differences between objects in order to classify them.

Motivation:
Teacher displays realia which children have collected from their "adopt a tree" walk.

Materials:
magnifying glasses, leaves, acorns

Procedure:

. Small groups share materials.
. Teacher circulates among groups to discuss:
  - properties of leaves and seeds; design, color, texture, size, general configuration.
  - classification and identification of realia.
. Teacher and children make cooperative chart: taping articles to oaktag or chart paper and labeling each item.
. Teacher makes sure insects are contained in jars.

Follow-Up:

. Make color chart of fall colors labeled with print.
. Make paper leaves from hand tracing for two dimensional paper tree.
. Sponge painting of leaves on paper trees.
. Make leaf mobiles from hand print leaves.
. Finger plays, songs, and mimetics related to the fall theme.

LANGUAGE EMPHASIS FOR THE E.S.L. STUDENT

Following Directions:

. Look at the _____ (leaves, seeds, seed pods).
. Touch the _____ (leaves, seeds, seed pods).
. Put the leaf on the chart.

Receptive:

touch
put
green
brown

smooth
bumpy
big
small

leaf
leaves
not
these

. What is this/that?
. What color is this/that leaf?
. Is this/that a (big) or (small) leaf?
. What are these/those?
. Are they (brown) or (green) leaves?
. Are they (smooth) or (bumpy) leaves

Productive:

. This/that is a leaf.
. This/that leaf is (name of color)
. It's a (brown) leaf.
. It's not (green).
. It's a (small) leaf.
. It's not (big).
. These/those are leaves.
. They are _____ (color, size, texture) leaves.

THEME
Fall

LEARNING EXPERIENCE

Leaf Game

CONTENT AREA
Mathematics

CONCEPTS

- Objects have attributes; shape, size, color.
- Cardinal numbers in a set remain the same no matter how the elements are arranged.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
	Teacher	Children		
The children will: . sort and classify objects according to size, shape, and color. . manipulate and rearrange sets and subsets to learn about the properties of conservation. . count, combine, separate.	. gathers a group of nine children to play a game. . explains that each child will choose a leaf, and each leaf is different. . asks children to pick leaves one by one. . requests a child to place the leaf on flannel board and talk about its attributes. . asks for another volunteer. . questions children about relative size, shape, color, as children add more leaves. . questions children about how leaves may be classified and arranged. . invites children to count leaves within each classification.	. volunteer to participate and sit around the flannel board. . listen to procedure. . pick leaves from a box. . place leaves on board and describe attributes. . repeat preceding action. . differentiate, make fine discriminations. . group and regroup sets of leaves. . count, verify, and report that the numbers remain constant.	Communication Arts: - listening - oral communication Creative Arts: - color names - relative size - comparative shapes Health and Physical Education: - learning rules and game procedures - kinesthetic manipulation Mathematics: - sorting - classifying - regrouping sets and subsets Science: - distinguishing characteristics - visual discovery - classifying - observing Social Studies: - sharing activities - waiting turns - following directions	oaktag paper with flock backing flannel pieces glue flannel board leaf shapes (Appendix) **VOCABULARY** leaves shapes big bigger biggest small smaller smallest arrange count group find pointy round

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. How would you describe your leaf?
2. How is it different from John's?
3. How are they like Sharon's?
4. Can they be different in more than one way? How?
5. How can you arrange the leaves in a new way? (by color, shape, size)
6. How many leaves are in each group?
7. What is another way to arrange the leaves?
8. Now-how many leaves are in each group?
9. Does the number of leaves change when we rearrange them? Why not?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Can children describe the attributes of their individual leaves?
- Are they able to sort and classify objects according to size, shape, and color?
- Were they able to learn about the property of conservation of matter by arranging and rearranging sets and subsets?
- Were they able to participate in a game setting?
- Did they sustain interest in and enjoy playing the game?

*SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To develop skill of identifying number of objects in a set.

Motivation:
Indicate that the leaves and flannel board can be used to play another game.

Materials:
leaf-shaped cut-outs and flannel board

Procedure:
- Teacher sits with group of children in front of flannel board.
- Teacher places a designated number of leaves on the board and asks in a chant: "How many leaves do you see? Do you see? Do you see? How many leaves do you see?"
- Teacher calls on child who has volunteered.
- Teacher reinforces the response the first few times and holds up corresponding fingers: "I see three. I see three."
- When children become familiar with the chant and procedure, they may take the teacher's role and call on others, and then choose a new "teacher," and so on.

Follow-Up:
- Give children access to flannel board figures for their own explorations.
- Provide simple matching games-pictures of objects and number symbols.
- Provide materials so children may make their own flannel board figures for game play.
- Use "Three Bears" flannel board figures for small group instruction.

LANGUAGE EMPHASIS FOR THE E.S.L. STUDENT

Following Directions:

. Sit down.
. Look at the flannel board.
. Look and listen.

Receptive:

numbers 1-5
leaves
listen

sit
look
see

. How many leaves do you see?
. Do you see (number) leaves?

Productive

.Child's name.
.I see (number) leaves.
.Yes, I do.
.No, I don't.

THEME
Fall

LEARNING EXPERIENCE

Making Fall Collages

CONTENT AREA
Art

CONCEPTS

- Fall characteristics can be expressed through abstract art.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
	Teacher	Children		
The children will: . develop large motor skills by tearing paper. . learn to use paste or glue to attach colored papers to drawing paper. . learn about basic art components: shape, color, size, texture, and balance.	. reviews leaf chart made with children. Discusses color, size, texture, etc. . discusses fall colors-red, orange, yellow, brown. . provides small pieces of colored construction paper, glue, etc. . supervises the activity. . allows children to show their work at conclusion of activity. . points out that art is individualistic. . expresses appreciation of children's efforts.	. verbalize about properties of leaves. . identify familiar objects with each of these colors. . choose pieces for pasting. . proceed with activity. . discuss likenesses and differences between their collages. . clean up.	Communication Arts: - vocabulary - following directions - following a sequence of events Creative Arts: - basic elements of design Health and Physical Education: - eye-hand coordination - using materials properly and cleaning up afterwards Mathematics: - relative size Science: - tactile experience of tearing paper - making things adhere to other things Social Studies: - working in small groups - appreciation of individual differences and efforts of peers	leaf chart colored paper drawing paper glue and/or paste newspaper (to cover tables) **VOCABULARY** collage tear rip paste glue colors paper pieces small large ragged strips shapes drip spill clean-up

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SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. What are the fall colors of our leaves on this chart?
2. What have you seen that is yellow, red, etc?
3. How did that color make you feel?
4. Which collage is most like yours? How?
5. Which one is very different from yours? How?
6. Which one has small pieces? large pieces?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings

- Were children able to tear paper and paste it on the drawing paper?
- Did they use a variety of techniques?
- Is there an interesting use of color, space, shapes?
- Did the children appear to enjoy working with these media?

*SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To distinguish and compare colors, sizes and shapes.

Motivation:
Teacher discusses making a classroom tree that will change like the adopted tree.

Materials:
drawing paper, crayons, scissors and thumb tacks, brown paper

Procedure:

- . Teacher makes tree. (Appendix)
- . Teacher demonstrates how to trace around hand to make leaf shapes.
- . Teacher and children discuss choice of colors for leaves. (Teacher points out that leaves can be more than one color).
- . Teacher provides materials for group.
- . Children proceed at individual paces, with individual styles.
- . Teacher and children discuss placement of leaves on tree--location, direction, etc.
- . Children pin leaves on tree.
- . Discussion of comparable features of classroom tree and of outdoor tree.

Follow-Up:

- . Take down leaves from indoor tree as adopted tree loses leaves.
- . Easel painting, sponge painting, potato and carrot printing, drip and string painting, using fall colors only.
- . A fall art exhibit as the culminating activity, to be displayed in the school.

LANGUAGE EMPHASIS FOR THE E.S.L. STUDENT

Following Directions:

- . Put your hand on the paper.
- . Don't move your hand.
- . Pick up your _____ crayon (color).
- . Trace around your hand.
- . Color your leaf.
- . (Child's name), put your leaf _____ (on, next to, above, under) the tree.

Receptive:

put
pick
trace
color
cut
putting
making

paper
crayon
hand
leaf
tree
coloring

above
under
next to
on
cutting
doing

- . This is a tree.
- . What are you making?
- . What color is it?
- . Are you _____ (cutting, coloring)?
- . What is (child's name) doing?
- . Where are you putting your leaf?
- . Where is your leaf?

Productive:

- . I'm making a leaf.
- . It's _____ (color).
- . Yes, I am. No, I'm not.
- . _____ (she's, he's, child's name) _____ (cutting, coloring).
- . I'm putting my leaf _____ (on, next to, above, under) the tree.
- . My leaf is _____ (on, next to, above, under) the tree.

THEME
Fall

LEARNING EXPERIENCE

Reading a Wordless Story

CONTENT AREA
Communication Arts

CONCEPTS

. Visual symbols/pictures can tell a story.
. Children can interpret visual symbols and tell a story from them.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
	Teacher	Children		
The children will: . interpret pictures. . tell a story in sequence. . listen to understand story content.	. Chooses the book about fall. (Uses a wordless book or omits the written text. See materials). . Refers to prior fall experiences. . Tapes the procedures that follow. . Introduces book, points out title and author's name . Shows first picture. . Asks children to describe what is happening on the page. . Continues to show pictures, one at a time, taping responses. . Turns pages again showing pictures while completed tape of children's voices is played. . Reviews the sequence of events with children.	. Recall all fall activities. . Look at book. . Observe, describe, and discuss pictures. . Respond to pictures in sequence. . Tell the story in sequence. . Listen to their own voices tell the story.	Communication Arts: - language development - identifying main ideas - interpret symbols -*relating in sequence Creative Arts: - awareness that symbols are created to represent people, trees, etc. Health and Physical Education: - seasonal foods Mathematics: - ordinal numbers, e.g., first, second Science: - seasonal changes Social Studies: - seasonal changes affect families.	book: Apples by Nanny Hogrogian,* or any other book related to fall theme (Omit the print.) tape recorder
				VOCABULARY
				rain water grows branches leaves buds flowers fruit seasons change spring summer fall winter

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. What do you see in the first picture?
2. What do you think will happen next?
3. How do you feel about telling your own story?
4. Who is talking on the tape now?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Can the children tell the story from the pictures?
- Can they discuss the sequence of events afterwards?
- Which children need more practice in oral language?
- Do they recognize their own voices?
- Are they critical of their own oral language skills?

*SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To develop sequencing skills.

Motivation:
Discuss children's activities, from wake-up to school arrival, in chronological sequence.

Materials:
a toothbrush, empty cereal box, jacket, paint brush

Procedure:

. Teacher hands one object to each of four children in a small group and requests them to stand next to each other in front of group. (Objects are out of sequence.)

. Teacher asks how each object is used during the day.

. Teacher asks for volunteer to explain which child should be first, second, third, fourth. Children change positions when their placement is justified.

. Teacher allows children holding objects to pass them to their classmates.

. Teacher makes certain new children are out of sequence and repeats the activity from step 3.

. Note: Some might indicate use of toothbrush at beginning and end of sequence, or brushing after meals.

Follow-Up:

. Sing or pantomime daily activities; e.g., "This is the way we brush our teeth," etc.

LANGUAGE EMPHASIS FOR THE E.S.L. STUDENT

Following Directions:

. Stand next to (child's name).
. Hold this.
. Look at this ______ (toothbrush, cereal box, jacket, paintbrush).

Receptive:

toothbrush
cereal box
jacket
paintbrush
have
first

stand
hold
look
teeth
has
next

eat
wear
paint
brush
next to
last

. What do you have?
. What does ______ have? (he, she)
. Who is ______? (first, next, last)
. What's he/she doing ______ (first, next, last)?

Productive:

. I have a ______.
. He/she has a ______.
. He/she is ______ (waking up, brushing his/her teeth, going to school).
. ______ (First, next, last) he/she is ______ (waking up, brushing his/her teeth, going to school).

E.S.L. EXTENDED LESSON

Aim:
To review colors; this/that; these/those. To introduce preposition "on."

Motivation:
Field trip; or teacher shows pictures of trees in the fall; or teacher asks children to talk about what they see outside.

Materials:
different color leaves, pictures of trees, art materials for creating collage based on field trip

Procedures:

- Teacher leads field trip and focuses attention on tree's leaves.
- Teacher empasizes use of this/that.
- Teacher says: Let's look at the leaves.
- Teacher takes a leaf in hand says:
  This is a leaf.
  The leaf in my hand is brown.
  This is a brown leaf.
- Teacher points to leaf on the tree and says:
  The leaf on the tree is green.
  That is a green leaf.
- Teacher asks children: What color is this/that leaf?
- Children collect leaves and take them back to the classroom.

- Teacher empasizes use of these/those.
- Back in the classroom, the children will use their leaves to make a collage of a tree with leaves on the tree and on the ground. As children work, teacher circulates and comments:
  These/those leaves are on the ground.
  What color are these/those leaves?
- Teacher points to trees outside or to pictures on ledge and says:
  Those leaves are on the tree.
  What color are those leaves?

E.S.L. EXTENDED LESSON

Aim:

To be able to sequence three morning activities.
To use present progressive tense: He's _____ing.

Motivation:

Teacher displays a stick figure called Mr. Stretch and says: This is Mr. Stretch. He wants to tell you what he's doing.

Materials:

three pictures of morning activities: waking up, brushing teeth, going to school

Procedure:

- Teacher shows picture of Mr. Stretch waking up and says: He's waking up. What's he doing?
- Student responds: He's waking up.
- Student puts picture on chalkrail in first position.
- Teacher shows picture of Mr. Stretch brushing his teeth and says: He's brushing his teeth. What's he doing?
- Student responds: He's brushing his teeth.
- Student puts picture in next position.
- Teacher shows picture of Mr. Stretch going to school and says: He's going to school. What's he doing?
- Student responds: He's going to school.
- Teacher asks: Is he brushing his teeth?
- Student responds: No, he's not. (etc.)
- Student puts picture next to the other two.
- Teacher asks: Who can tell me what he's doing ____ (first, next, last?)
- Students respond appropriately.
- Teacher mixes up sequence and allows each student to arrange in correct sequence.

Follow-Up:

- Teacher prepares rexograph depicting three activities used in the lesson. child cuts and pastes the pictures in the correct sequence and tells what he/she is doing. e.g., First, he's waking up. Next, he's brushing. Last, he's going to school.
- Children make Morning Activity Book with pictures and captions such as: I'm waking up; I'm washing my face; etc.

BEST COPY AVAILABLE

Halloween

RATIONALE

Holidays are an important part of the early childhood curriculum. Young children are most aware of holidays which are special to them. In school they begin to expand their understanding of special days and, in celebrating them, learn that some days are special to individuals, to families, to groups, and/or to a nation or nations. By celebrating some of these holidays in school, the children learn about traditions and realize that they are part of a community and a nation. In addition, holiday-related activities can be integrated into all of the curriculum areas communication arts, social studies, mathematics, science, art, and music.

The holiday Halloween was chosen as a theme to be developed in this manual because it has become a part of American culture, it's fun, and it can be related easily to all of the curriculum areas. Halloween comes near the beginning of the school year and can follow the units Getting Acquainted with Each Other and School, The Family and Fall--A Seasonal Change. Many of the skills which have begun to be developed in September and in early October can be developed further in this unit.

Halloween is a time for learning to differentiate between reality and make-believe and to learn that it's fun to pretend. It's a time for learning about customs and about symbols, and for beginning to learn about how traditions develop. It's time for poetry and stories, and for many art activities.

COMMUNICATION ARTS

BEGINNING WRITING
- Drawing
- Coloring
- Cutting
- Manipulating Materials
- Eye-hand Coordination
- Writing Names

LISTENING
- Learning New Vocabulary
- Listening to Stories and Poems
- Listening to and Participating in Discussions
- Following Directions

BEGINNING READING
- Understanding that the Written Word Conveys Meaning
- Experience Charts
- Matching
- Recognizing Signs and Labels
- Left-to-Right Progression
- Visual Discrimination
- Seeing Likenesses and Differences
- Classifying
- Sequence of Events

SPEAKING
- Learning New Vocabulary
- Speaking in Sentences
- Discussing
- Dictating
- Narrating Events in sequence
- Reciting Poems
- Engaging in Dramatic Play

HEALTH AND PHYSICAL EDUCATION

HEALTH AND PHYSICAL EDUCATION
- Rules for Safety
  - Cooking
  - Going on Neighborhood Walk
  - Using Scissors
- Eye-hand Coordination
- Gross and Small Motor Activities
- Nutrition
  - Cooking
  - Food Shopping

MUSIC

MUSIC
- Halloween Parade with Noisemakers
- Singing
- Finger Plays

Halloween

SCIENCE

SCIENCE
- . Cutting the Pumpkin
  - - Discovering with Our Senses
  - - Motion
  - - Rolling
  - - Shape
  - - Observing
  - - Comparing
- . Toasting Pumpkin Seeds
  - - How Heat Changes Food
  - - Observing
  - - Comparing
  - - Drawing Inferences
- . Planting
- . Making Noisemakers
  - - Sound

MATHEMATICS

MATHEMATICS
- . Size and Shape
- . Sorting and Classifying
- . Matching
- . Seeing Likenesses and Differences
- . Spatial Relationships
- . One-to-One Correspondence
- . Measuring
- . Sets
- . Cutting the Pumpkin
  - - Counting
  - - Estimating

SOCIAL STUDIES

SOCIAL LEARNINGS
- . Participating in Discussion
- . Planning
- . Making Choices and Decisions
- . Accepting Class Decisions
- . Respecting Individual Preferences
- . Taking Turns
- . Sharing Materials
- . Developing Courteous Behavior

ART

ART
- . Making Masks and Noisemakers
  - - Using Everyday Materials in a Creative Way
  - - Using Symbols
  - - Appreciation of Color, Design, Texture
  - - Drawing
  - - Coloring
  - - Cutting
  - - Pasting
- . Field Trip
  - - Appreciation of Color and Design
  - - Noticing how Things are Arranged and Displayed
  - - Noticing Details
  - - Painting

THEME
Halloween

LEARNING EXPERIENCE

A Story About Our Favorite Halloween Things

CONTENT AREA
Communication Arts

CONCEPTS

- Certain objects help us to enjoy Halloween.
- What we say can be written.
- Words make up sentences.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
	Teacher	Children		
The children will: . learn to use new vocabulary. . participate in class discussion. . develop visual discrimination. . develop print awareness.	. introduces the topic of Halloween. . encourages discussion of objects associated with Halloween. . asks the class to choose the five that are most important or special to them. . makes an experience chart with the children by drawing a simple illustration of each of the five Halloween objects chosen and eliciting a sentence about it. . reads chart with children. . underlines the word for each object (Appendix). . makes a word card for each underlined word. . reads word cards with children. . encourages children to find the matching words on the chart.	. participate in class discussions. . make choices. . contribute to experience chart. . use new vocabulary. . watch the teacher write in a left-to-right progession. . read chart with teacher. . read word cards with teacher. . match word cards to underlined words on chart.	Communication Arts: - listening - new vocabulary - left-to-right progession - *distinguishing and matching words - print awareness - comprehension - discussion - reading - following directions Health and Physical Education: - gross motor activity Mathematics: - matching - concept of five Science: - observing Social Studies: - accepting group decisions - sharing experiences - recognizing symbols related to special occasions	experience chart magic markers blank oaktag cards **VOCABULARY** Jack-o'-lantern ghost cat skeletons goblin witch pumpkin chart choose sentence word match alike-same different underline Halloween

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. What things do we see at Halloween?
2. Which are your favorite Halloween things?
3. What can you tell me about the "Jack-o'-lantern"?
4. How do __________ help us to enjoy Halloween? (Supply appropriate word/s.)
5. Can you match this word to the word on the chart?
6. What are some other ways we can tell about or show Halloween things? (drawing, painting, etc.)

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Do the children use appropriate vocabulary?
- Can the children use a word in a sentence?
- Do the children participate in class discussions?
- Can the children make decisions?
- Can the children distinguish and match words?
- Are the children developing a sense of print awareness?

*SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To develop skill of distinguishing and matching words.

Motivation:
The teacher asks if the children would like to go on a word treasure hunt.

Materials:
experience chart, envelopes, ten small word cards

Procedure:
. The teacher attaches five envelopes to the experience chart about Halloween objects. A picture of one of the Halloween objects is on the outside and ten small word cards, each printed with the name of that object, are on the inside.
. Teacher hides word cards in child-accessible areas of room.
. Teacher asks five children to go on word treasure hunt.
. When a card is found, child matches card to underlined word on chart.
. Child puts correctly matched word in appropriate envelope.
. Teacher repeats procedure.

Follow-Up:
. Duplicate experience chart of individual stories for children.
. The teacher makes a matching game to be used by individual children.

LANGUAGE EMPHASIS FOR THE E.S.L. STUDENT

Following Directions:

. Don't look.
. Close your eyes.
. Open your eyes.
. Look for the word cards.
. Put it in the correct envelope.

Jack-o'-lantern
witch
cat
pumpkin
look

word card
envelope
put
open-close
same-different

Receptive:

. These are word cards.
. These are the same.
. These are different.
. Are they the same?
. Are they different?
. Who found a word card?

Productive:

. Yes, they are. They are the same.
. No, they're not. They are different.
. I did.

THEME
Halloween

LEARNING EXPERIENCE

Making Masks

CONTENT AREA
Art

CONCEPTS

- We recognize the customs and symbols of Halloween.
- We have the custom of disguising ourselves for Halloween.
- Pretending is representing ourselves as a person (or thing) other than ourselves.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
	Teacher	Children		
The children will: . develop eye-hand coordination. . make decisions. . use art media for creative expression.	. leads discussion on Halloween and encourages children to participate. . discusses pretending. . suggests making masks. . shows paper-plate mask. . discusses possible subjects for masks. . discusses safety when wearing masks. . helps each child choose a subject for a mask and decide how mask will be decorated. . supplies materials. . cuts holes for eyes. . assists children to finish masks by attaching string/yarn or a stick to each one.	. listen to and participate in class discussions. . make decisions. . listen to and follow directions, cut, paste, draw, share materials. . create individual masks.	Communication Arts: - new vocabulary - listening - discussion - visual discrimination Creative Arts: - aesthetic appreciation - noticing details - cutting, pasting, drawing Health and Physical Education: - scissors safety - masks safety - *eye-hand coordination Mathematics: - size relationships - position - direction - shapes Science: - observing Social Studies: - sharing - taking turns - making choices	paper plates construction paper scissors paste crayons scraps of paper cloth scraps yarn hole puncher flat sticks staples paper-plate masks **VOCABULARY** Jack-o'-lantern skeleton ghost witch goblin cat mask costume over under top bottom

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. What do you like to do at Halloween? Why?
2. Why do people wear masks on Halloween?
3. Who do you want to pretend to be?
4. How will you make your mask?
5. How will you decorate it?
6. Where will you put the eyes...nose...mouth?
7. What are some other ways we can make masks?
8. How can we pretend to be someone else without using masks?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Do the children participate in discussions?
- Are the children able to make decisions?
- Do the children follow directions?
- Are the children able to manipulate the materials?
- Do the children position accurate facial features in the correct places?
- Do children understand concept of "pretending"?

*SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To develop eye-hand coordination.

Motivation:
The teacher asks if the children would like to have a Halloween parade wearing their masks. Would they like to make noisemakers to share when they parade?

Materials:
paper rolls, oaktag circles, scissors, paint, brushes, old newspaper, beans or unpopped corn or rice, tape

Procedure:
. In advance, the teacher asks each child to bring in a paper towel or tissue roll, or supplies these materials as needed.
. The teacher shows a model of the finished product, a noisemaker, and supplies materials.
. The teacher prepares each roll by closing one end with an oaktag circle and taping it.
. The children work in small groups painting their rolls and a second circle.
. When the rolls are dry, the teacher helps each child to put beans/rice/popcorn inside and to close the other end securely.

Follow-Up:
. The children parade wearing their masks and shaking their noisemakers.
. Discussion of masks which help us: oxygen masks, hospital masks, gas masks, ski masks, football helmets, goggles, sleep masks, sunglasses.

LANGUAGE EMPHASIS FOR THE E.S.L. STUDENT

Following Directions:

. Look.
. Listen.
. Pick up your paint brush.
. Paint your _____ (roll, circle).
. Take some _____ (beans, rice, popcorn).
. Put the _____ (beans, rice, popcorn) inside.
. Tape the circle to the roll.
. Shake it.

Receptive:

circle
paint
paintbrush
beans
rice
popcorn
inside
noise
roll
noisemaker

. This is a noisemaker.
. It makes noise.
. What did we make?
. Show me your noisemaker.
. Does it make noise?
. Shake it.
. What are you doing?

Productive:

. We made a noisemaker.
. Yes, it does.
. No, it doesn't.
. I'm shaking my noisemaker.
. I'm making noise.

THEME
Halloween

LEARNING EXPERIENCE

Shopping for a Halloween Party

CONTENT AREA
Social Studies

CONCEPTS

- A supermarket sells many kinds of foods.
- Foods can be classified.
- Money is needed to buy food.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
	Teacher	Children		
The children will: . relate their school activities and learnings to home and community situations. . develop skills related to gathering and using information.	. asks children if they would like to have a Halloween party. . suggests trip to supermarket to shop for the party. . helps the children plan what to buy, quantity, money needed. . makes a shopping list/chart with children. . discusses the kinds of foods found in a supermarket. . discusses trip behavior, safety. . invites parents. . encourages children's observations on trip. . assists children in recalling observations. . makes an experience chart of trip.	. participate in discussions. . plan trip with teacher. . make suggestions and decisions. . read shopping chart/list with teacher. . make observations on trip. . recall observations made on trip. . contribute to experience chart. . read experience chart with teacher.	Communication Arts: - new vocabulary - listening - discussion - recognizing signs and labels - narrating events - reading - drawing inferences Creative Arts: - aesthetics: how things are displayed Health and Physical Education: - rules for safety Mathematics: - recognizing numerals - estimating - learning about money - classifying Science: - observing Social Studies: - contributing ideas - making choices - planning - accepting class decisions - making generalizations	chart paper markers **VOCABULARY** supermarket fruit vegetable dairy meat frozen foods shelf/shelves aisle label item price cash register cashier pay shopping list top bottom

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. What shall we buy for our Halloween party?
2. How much of each item should we buy?
3. How can we find out how much each item costs?
4. Why are some sections of the supermarket cold?
5. In what section of the store would you find butter? apples? frankfurters?
6. What are some of the things we saw (did) on our trip to the supermarket?
7. Where did we find the items that we bought?
8. To whom did we give the money for the food?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Do the children participate in class discussions?
- Can the children classify objects?
- Can the children make inferences and generalizations?
- Do the children make accurate observations?
- Have the children developed certain non-numerical concepts? (top, bottom, etc.)
- Can the children recall their experiences?
- Do the children exhibit courteous behavior?

*SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To develop classification skills.

Motivation:
The teacher asks if the children would like to make a supermarket game for the class.

Materials:
pocket charts made from oaktag (Appendix), oaktag cards, magazines, scissors, paste

Procedure:

- The teacher works with a small group of children.
- The teacher displays the pocket charts. Each one is labeled with a different section of a supermarket and a picture of something that belongs in the section.
- The group decides which sections to work on. The children look through magazines and cut out small pictures of the foods that would go in those sections.
- They paste the pictures on small oaktag cards and put in appropriate section of pocket chart.
- This process is repeated with other groups.

Follow-Up:

- Individual children or small groups of children can play with the finished game by mixing all the cards and then placing each one on the proper "supermarket shelf."
- Set up a supermarket with empty boxes and cans for dramatic play.
- Make a supermarket mural with crayons, magic markers, paint, etc.

LANGUAGE EMPHASIS FOR THE E.S.L. STUDENT

Following Directions:

- Open the magazine.
- Look for pictures of food.
- Cut out the pictures.
- Paste.
- Where does it belong?
- Put it on the shelf.

Receptive:

- This is our supermarket.
- This is a shelf in the supermarket.
- Let's go shopping.
- What do you want/need?
- Fruit.
- Vegetable.
- What is it?
- Is ______ (name of food) a fruit or vegetable?
- What do you have?

Productive:

- I need some money.
- I want some _____ (fruits, vegetables).
- It's a (name of food).
- I have (name of food).

THEME
Halloween

LEARNING EXPERIENCE
Cutting the Pumpkin

CONTENT AREA
Science

CONCEPTS

- The pumpkin has many properties.
- We find out about the world through our senses.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
	Teacher	Children		
The children will: . use their senses to make discoveries. . use appropriate descriptive vocabulary.	. introduces topic of pumpkin; shows pumpkin to children. . gives pumpkin to children to feel, lift. . asks questions to stimulate discussion. . cuts the pumpkin, shows the inside, and demonstrates how to separate the seeds from the pulp. . provides each child with an opportunity to look, feel, and smell at each stage of the process and to participate in the activity. . makes an experience chart with the children about the activity. . reads chart with children.	. listen to and participate in the discussion. . participate in scooping out the pulp and seeds. . help to separate the seeds from the pulp. . look, smell, touch. . describe their reactions. . help to wash the seeds. . retell the experience in logical order.	Communication Arts: - new vocabulary - listening - discussion - sequence of events - following directions - reading Health and Physical Education: - safety rules - eye-hand coordination - small motor activities Mathematics: - estimating - developing concepts: outside/inside; few/many - shapes Science: - *observing - identifying - hypothesizing Social Studies: - participating in class activity - taking turns	pumpkin knife large spoon plates containers water tray paper towels **VOCABULARY** Halloween pumpkin round orange pulp seeds smooth hard/soft slippery slimy heavy light heavier lighter few many wet dry

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. What shape is the pumpkin?
2. What color is it?
3. How does the outside feel?
4. What do you think the inside will be like?
5. Is the pumpkin heavy or light?
6. Will it be heavier or lighter after we take out the pulp and seeds? How can we find out?
7. How do the (seeds, pulp) look, feel, smell?
8. What can we do with the seeds?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Do the children observe carefully?
- Do the children use specific vocabulary to describe what they smell, see, and feel?
- Can the children follow simple directions?
- Do the children work well together?
- Can the children relate experiences in a logical sequence?

*SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To observe that heat causes changes in foods.

Motivation:
Ask the children if they have ever eaten pumpkin seeds. Would they like to prepare the seeds for eating?

Materials:
seeds from the pumpkin that was cut, butter, hot plate, frying pan, large spoon, paper towels, paper cups or paper baking cups

Procedure:
- . The teacher writes a simple recipe for toasting or frying the seeds on a chart.
- . The teacher and the children discuss rules for safety.
- . Butter is put in the pan. The teacher asks questions about it: What color is it? What will the heat do to it? What will happen to the seeds when they are put in the pan?
- . The butter is melted and shown to the children.
- . The teacher puts the seeds in the pan and toasts them.
- . Teacher asks children to describe the changes in the foods as they are heated.
- . Each child receives a toasted seed and an untoasted seed and compares how they look, feel, and taste.

Follow-Up:
- . Making a Jack-o'-lantern from the pumpkin that was cut.
- . Cutting other fruit and comparing seeds.
- . Growing seeds.

LANGUAGE EMPHASIS FOR THE E.S.L. STUDENT

Following Directions:
- . Look. Wait.
- . Don't touch.
- . Look at the ____ (pan, seeds).
- . Feel and touch the seeds.
- . Taste the seeds.

Receptive:

seeds
butter
pan
taste

look
feel
touch
frying

hot
white
melting
different

wet
dry
same

- . This is the pan.
- . The pan is hot.
- . This is the butter; what color is it?
- . I'm putting butter in the pan.
- . What is happening to the butter? Why?
- . These are seeds.
- . What color are they?
- . I'm putting the seeds in the pan.
- . I'm frying the seeds.
- . Look at the seeds. (Toasted and untoasted).
- . What color are they now?
- . Are they the same/different?
- . Taste the seeds.
- . Do they taste good?
- . Which one did you like?

Productive:
- . It's (yellow, melting, hot).
- . They're white. They're brown. They are different.
- . They were hot.
- . Now they are brown.
- . They are ____ (wet, dry).
- . Yes/No.
- . This seed tastes good. It is cooked.

THEME
Halloween

LEARNING EXPERIENCE

Flannel Board Mathematics

CONTENT AREA
Mathematics

CONCEPTS

- Sets can be compared by matching members of one set with those of another.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
	Teacher	Children		
The children will: . learn to perceive and name the number of objects in sets of one, two, and three (or more) objects. . learn to match a set of one, two, three (or more) objects with a set of related objects.	. prepares materials. . places two or three Jack-o'-lanterns and candles on flannel board. . elicits from the children whether or not there is a candle for each Jack-o'-lantern. . repeats with witches and brooms. . asks children to match one object in each set with one in the corresponding set, and to use a piece of yarn between them. . encourages children to compare the number of objects in each set. . repeats the process with two more sets.	. observe two sets of one, two and three or more objects. . name the number of objects in each set. . match the objects in each set on a one-to-one basis. . compare the number of objects in each set and note whether the second set has more, fewer, or the same number of objects as the first.	Communication Arts: - new vocabulary - listening - left-to-right progession - following directions Creative Arts: - using symbols Health and Physical Education: - development of eye-hand coordination manipulating materials Mathematics: - *one-to-one correspondence - classification - non-numerical concepts - number names Science: - observing - comparing - seeing relationships Social Studies: - engaging in group discussions - taking turns	pictures flannel board felt shapes of witches, Jack-o'-lanterns, candles, brooms figures yarn **VOCABULARY** set match connect compare member enough not enough more fewer different same number as equal to equivalent

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. Are there enough candles for each Jack-o'-lantern?
2. How many witches are in each set?
3. How can we connect each witch to a broom using a piece of yarn?
4. Does each set have the same number of members?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Can the children name the number of objects in a set without counting?
- Can the children match objects on a one-to-one basis?
- Can the children compare the number of objects in two sets?
- Do the children use appropriate vocabulary to compare the number of objects in sets?

*SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To continue to develop an understanding of one-to-one correspondence.

Motivation:
The teacher hangs a "clothesline" and asks the children if they can guess what will hang on the line.

Materials:
string, clothespins, small cards with pictures of sets, chart

Procedure:

. The teacher attaches several clothespins to the line. Each clothespin has glued to it a picture of a set of black hats or white sheets.
. The teacher displays a round "pie" chart. In each slice of the pie is a set of faces or a set of stick figures.
. The teacher tells the children that each set of faces represents a group of witches who have washed their hats and that each set of stick figures represents a group of ghosts who have washed their sheets. Now that the hats and sheets are dry, they need to be returned to their owners.
. The children take turns taking the "wash" from the line and clipping each set of objects to its matching set.

Follow-Up:

. Individual matching set games can be made.
. When children make Halloween decorations, sets of decorations can be matched to sets of children.

LANGUAGE EMPHASIS FOR THE E.S.L. STUDENT

Following Directions:

. Look at the pictures.
. Show me a set of _____ (witches, ghosts).
. Show me a set of _____ (hats, sheets).
. Take a sheet; take a hat to match.

Receptive:

pictures
witches
hats
sheets
set
line
show
washed
dry

. These are _____ (witches, ghosts).
. The _____ (witches, ghosts) washed their hats.
. The _____ (witches, ghosts) washed their sheets.
. Let's put the hats on this line to dry.
. Let's put the sheets on that line dry.
. What do you have?
. Where does it belong?
. What color is the _____ (witch's, ghost's) sheet?
. What color is her/his hat?

Productive:

. I have a _____ (hat, sheet).
. It belongs on this/that line.
. This is a _____ (witch, ghost).
. This witch has a (name of color) sheet.
. Her/his hat is (name of color) too.
. This ghost has a (name of color) sheet.
. His/her hat is (name of color) too.

E.S.L. EXTENDED LESSON

Aim:
To be able to classify fruits and vegetables, and to use descriptive adjectives.

Motivation:
We're going to play a Bingo game today.

Materials:
pictures of fruits and vegetables, bingo card with pictures of fruits and vegetables

Procedure:
. Play Bingo game.
. Teacher: Cover the small red fruit (cherry).
. Teacher: What did you cover?
. Student: The cherry.
. Proceed until someone has covered all pictures and calls out Bingo.

Follow-Up:
. Make a salad naming all vegetables.
. Make a fruit salad naming all fruits.

E.S.L. EXTENDED LESSON

Aim:

To be able to differentiate smells.

Motivation:

Take 4 orange juice cans for each smell, place "smells" inside; tape on lids. Discuss with children how they can find out what is in the 4 cans with lids.

Materials:

4 orange juice cans with removable lids (suggested smells: coffee, garlic, cheese, perfume)

Procedure:

- Teacher gathers a small group together and says:
  Today we are going to use our noses.
- Teacher points to nose and says:
  There is something in this can that smells.
  Can you smell it?
- Teacher directs pupils: Smell this. (Teacher passes can around.)
- Teacher takes another can with the same smell and says:
  Here is something else that smells.
  Does it smell the same?
  Do they smell the same?
- Group responds: Yes, they do.
- Teacher asks:
  Are you sure?
  Did you use your nose?
  (Child's name), are they really the same?
- Pupil responds: Yes, they are the same.
- Teacher says: Let's open the cans.
  Are they the same?
  What is it?
- Teacher picks up unmatched pair and says:
  Smell these.
  Are they different?
- Pupil responds: Yes, they're different.

Follow-Up:

- Teacher provides different smells and says:
  Do you like this smell?
  Yes, I do. No, I don't.
- Teacher asks: What do you think is in the can?

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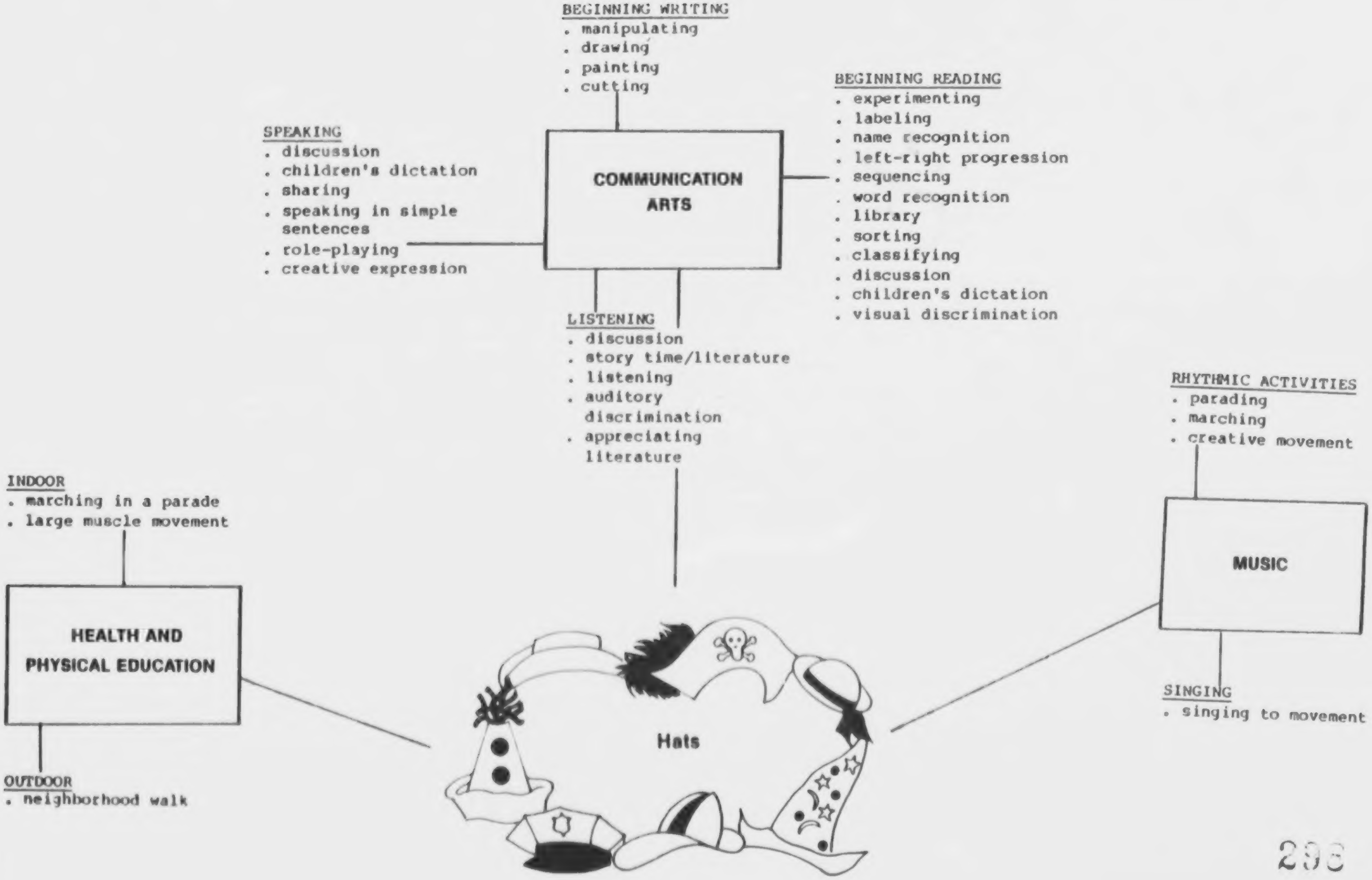
Hats

RATIONALE

Hats is an exciting theme for Kindergarten children that can be presented at any time during the school year. Many children have already had many first-hand experiences with hats; therefore, it is an easy task for the teacher to stimulate interest and new learnings through this theme. Hats are a recognizable and familiar element in the child's home and neighborhood. The theme provides a natural stepping stone between the experiences the child brings from home and the skills and concepts introduced in school. Hats encourages the development of the individual by releasing the child's creative expression. What person, young or old, hasn't experienced a transformation when trying on a hat!

Hats provides children with opportunities for building self-esteem while interacting with others. In addition, Hats will broaden the child's understanding of cultural traditions, community helpers, health issues, career roles, and sports.

This theme provides good opportunities for the teacher to talk about relevant health issues such as head lice and scalp diseases. Discussions should be held to make the children aware of ways they can prevent contracting or spreading disease and vermin. For instance, hats, as well as combs and brushes, are personal objects which should not be shared under any circumstances.



COMMUNICATION ARTS

BEGINNING WRITING
- manipulating
- drawing
- painting
- cutting

SPEAKING
- discussion
- children's dictation
- sharing
- speaking in simple sentences
- role-playing
- creative expression

BEGINNING READING
- experimenting
- labeling
- name recognition
- left-right progression
- sequencing
- word recognition
- library
- sorting
- classifying
- discussion
- children's dictation
- visual discrimination

LISTENING
- discussion
- story time/literature
- listening
- auditory discrimination
- appreciating literature

Hats

HEALTH AND PHYSICAL EDUCATION

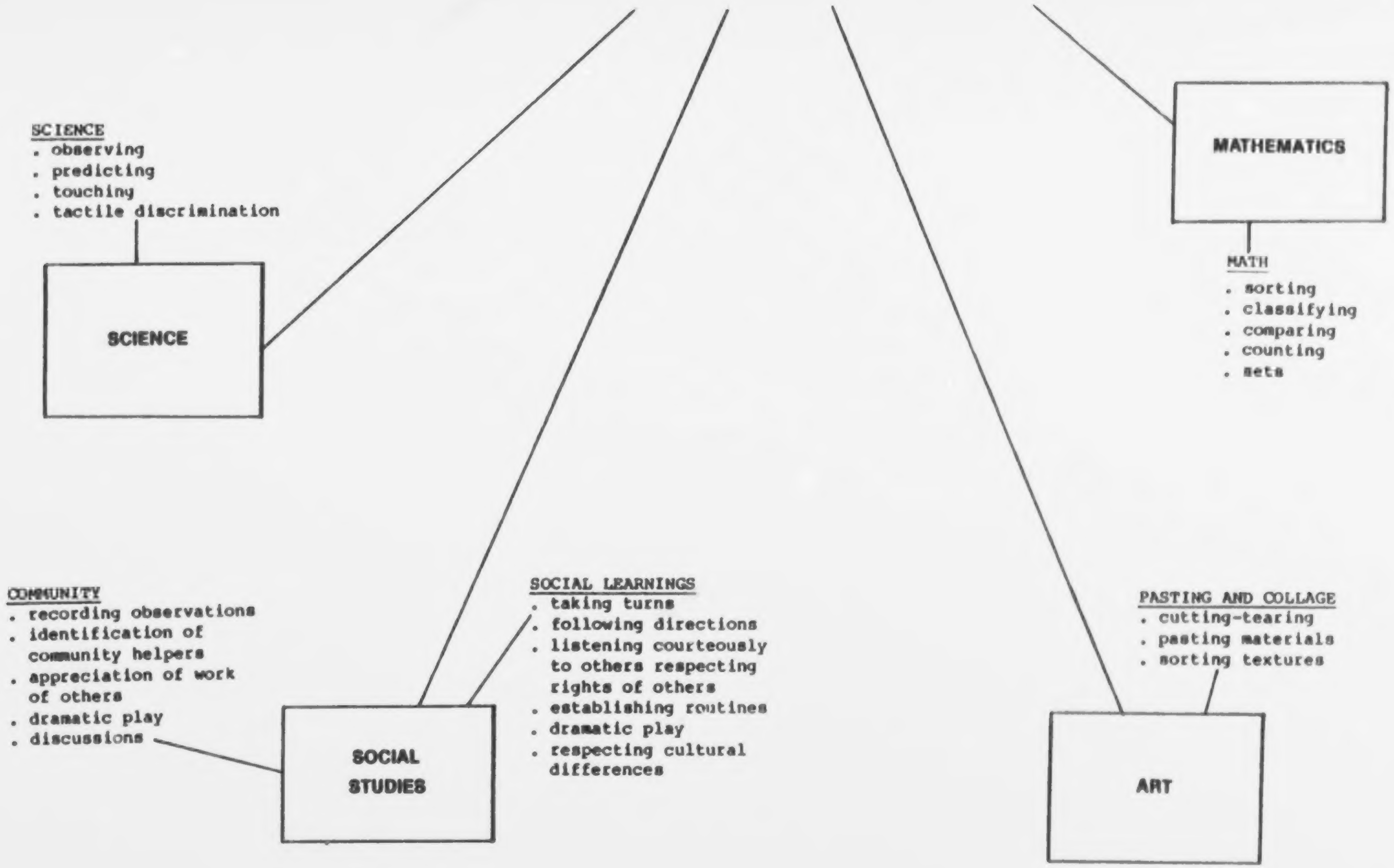
INDOOR
- marching in a parade
- large muscle movement

OUTDOOR
- neighborhood walk

MUSIC

RHYTHMIC ACTIVITIES
- parading
- marching
- creative movement

SINGING
- singing to movement



SCIENCE
- observing
- predicting
- touching
- tactile discrimination

MATH
- sorting
- classifying
- comparing
- counting
- sets

COMMUNITY
- recording observations
- identification of community helpers
- appreciation of work of others
- dramatic play
- discussions

SOCIAL LEARNINGS
- taking turns
- following directions
- listening courteously to others respecting rights of others
- establishing routines
- dramatic play
- respecting cultural differences

PASTING AND COLLAGE
- cutting-tearing
- pasting materials
- sorting textures

THEME
Hats

LEARNING EXPERIENCE
Hats All Around Us

CONTENT AREA
Social Studies

CONCEPTS

- People wear hats for protection from weather and accidents.
- Jobs, recreation, and cultural/ethnic affiliations may determine the kinds of hats people wear.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS	VOCABULARY
	Teacher	Children			
The children will: . be able to name and identify different kinds of hats. . understand and discuss the functions of different kinds of hats. . recognize hats as symbols of particular people, e.g., firefighter: helmet	. plans trip to see hats worn in the neighborhood. . holds a discussion with the class--prior to the trip. . records childrens' predictions on chart paper. . invites parents to come on trip and act as recorders of children's observations. . conducts tour of designated neighborhood area. . holds post-trip discussion. . has children compare the list of predictions with what they actually saw on the trip. . plans, with children, additional trips to places where hats may be seen. (Department store, hat store, etc.)	. discuss hats they have worn to school and other hats they wear. . predict kinds of hats they will see in the neighborhood. . observe hats worn by people in the neighborhood. . discuss hats they saw and compare them to their predictions. . make suggestions for additional trips.	Communication Arts: - new vocabulary - reading - discussion - listening - *visual discrimination - following directions Health and Physical Education: - walking outdoors - moving safely as a group in the neighborhood Mathematics: - one-to-one correspondence - classification Science: - observation - predicting Social Studies: - respecting rights of others - planning - contributing ideas	different kinds of hats chart paper markers pictures of hats magazines	head hat cap helmet bonnet rain hat sun hat chef's hat beret yarmulke bandana baseball cap jockey's cap painter's cap shade warmth protection ear muffs crown

SUGGESTED TEACHER QUESTIONS	*SUGGESTED DIRECT INSTRUCTION ACTIVITY	LANGUAGE EMPHASIS FOR THE E.S.L. STUDENT
FOR ENTIRE ACTIVITY 1. Who wore a hat or a cap to school today? 2. Why do we wear hats? 3. What other hats do you have at home? 4. What kind of hat would you wear to play football? 5. When else would you wear a helmet? 6. What hats do you think you'll see as we walk around the neighborhood? 7. What kinds of hats did we see that are not on the list? 8. Where can we go to see more hats?	Aim: To develop visual discrimination through object identification and appropriate matching. Motivation: Teacher asks children to recall hats they saw on the field trip. Materials: cut-out hats that have each been mounted on oaktag and attached to a stick. Procedure: . Teacher directs the children's attention to each cut-out mounted hat, and says, "Which community worker would wear this hat?" . Elicits responses from the children. . Teacher acts out one community worker with gestures showing some activities in which that worker engages, then asks the children to select the appropriate mounted, cut out hat for that worker. . Children then pantomime the actions of other community workers. . Children match appropriate hats to the workers by asking variations of the question, "Does this hat belong to you?" Follow-Up: . Children make individual "Hat Books." . Set up a "Hat Factory." . Invite community workers (firefighter, police officer) to the class to discuss the design and function of their hats.	Following Directions: . Look. . Match hat to worker. Receptive: names of community workers hat hats cap . Whose hat is this? . Is this the (name of worker's) hat? . Guess who I am? . Are you a (name of worker)? . Is this your hat? Productive: . It's the (name of worker's) hat. . Yes, it is. No, it isn't. . You are a (name of worker). . Yes, I am. No, I'm not. . Yes, this is my hat. . No, this is the (name of (worker's) hat. . That is my hat. May I have it?
ASSESSMENT		
Teacher determines learning outcomes through observation and recordings. - Can the children name different kinds of hats? - Can the children identify their uses? - Can the children contribute to the discussion by commenting and/or making predictions? - Can the children follow directions? - Do the children participate in the game?		

THEME
Hats

LEARNING EXPERIENCE

Developing a Hat Center

CONTENT AREA
Communication Arts

CONCEPTS

. Hats serve a variety of purposes, e.g., need, function, aesthetics.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
	Teacher	Children		
The children will: . form associations between hats and individuals who wear them. . categorize. . use fine motor skills.	. sets up "Hats" interest center in classroom. Center contains labeled caps, bonnets, helmets, crowns, headgear; boxes labeled with same words; magazines. . introduces center to children. Reads labels with children. . asks children to cut pictures of hats from magazines and paste each hat on a separate piece of paper. . assists children in writing their names on papers. . asks children to name hats and place them in appropriate boxes. . conducts group discussions on contents of boxes: names of hats, uses.	. explore "Hats" interest center during school day--observing, touching, discussing. . read labels on hats and on boxes. . choose pictures from magazines, cut and paste. . write own name on paper. . name hats and place in appropriate boxes. . participate in discussions.	Communication Arts: - reading - writing - discussion - categorizing - developing sight vocabulary Creative Arts: - cutting - pasting Health and Physical Education: - fine motor skills Mathematics: - classifying Science: - observing - *touching Social Studies: - participating in discussion - sharing ideas	variety of hats boxes labels for boxes and hats magazines scissors paste paper **VOCABULARY** cap bonnet helmet crown headgear protection safety warm

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. Let's read the words on the hats, and on the boxes.
2. How can you tell that the hat you cut out and pasted is a cap? helmet? bonnet?
3. Into which box will you place the hat?
4. Why do people wear helmets/bonnets?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Did the children choose appropriate pictures for "Hats" boxes?
- Were the children able to name the hats?
- Which children were able to read the labels independently?
- Were the children able to describe the different kinds of hats and their uses?

*SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To discover properties of objects through the sense of touch.

Motivation:
Teacher asks children to put hats from interest center into a large bag. Teacher says, "We're going to play a game called "Touch and Tell."

Materials:
Hats of varying textures, large paper or plastic bag, chart paper, blindfold

Procedure:
. Teacher asks child with blindfold to select a hat from the bag.
. Child selects hat.
. Teacher asks child to touch, rub, squeeze hat.
. Teacher asks child to tell how it feels. Assists child by asking questions, e.g., Is it soft; rough; furry?
. As child responds, teacher records descriptive words on chart: "Our Hats Feel _________."
. After all children have had a turn, teacher and children read the descriptive words on the chart.

Follow-Up:
. Children are asked to bring in material to tape next to the appropriate descriptive word on the chart.
. Children can make individual books, e.g., "Soft Things," "Furry Things."

LANGUAGE EMPHASIS FOR THE E.S.L. STUDENT

Following Directions:

. Touch the hat.
. Pick out (name of object).

Receptive:

names of objects
names of the different materials

. It's a (paper) hat.
. Pick out an object made of (same texture as hat).
. Is this a (paper) basket?

Productive:

. This is a (book).
. It's a (cloth) book.
. It's not a (paper) basket.
. It's a (straw) basket.

THEME

Hats

LEARNING EXPERIENCE

Dramatizing a Nursery Rhyme or Story

CONTENT AREA

Communication Arts

CONCEPTS

- Stories have specific structures.
- Authors use various techniques to develop story characters.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
	Teacher	Children		
The children will: . recall sequence of events of a rhyme or story. . acquire understanding of "characters" in a story. . develop interpersonal skill of showing appreciation of others' efforts through group participation.	. reads familiar nursery rhyme or story in which characters wear hats; e.g., Little Red Riding Hood, Old King Cole, Peter Pan, Snow White and the Seven Dwarfs, The Cat In the Hat, Caps for Sale. . discusses: what a character is in a story; types of hats worn by characters; how hats help define characters. . elicits responses through questioning. . suggests children take turns dramatizing rhyme/story using hats to portray characters. . assists children to recall sequence of events in rhyme/story.	. listen to rhyme/story. . participate in discussion. . recall sequence of rhyme/story. . choose characters to portray. . dramatize rhyme/story using hats as props. . observe the actions of others.	Communication Arts: - listening - speaking - discussion - dramatizing - recalling sequence of events - appreciating literature - *creative expression Health and Physical Education: - fine motor skills Mathematics: - shapes Music: - creative movement Social Studies: - contributing to discussion - sharing ideas - making decisions - appreciating contributions of others	- story book or nursery rhymes in which characters wear hats - construction paper or crepe paper hats worn by characters in story/rhyme **VOCABULARY** hat hood crown bonnet cap character pretend

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. What kind of hat did (character) wear?
2. Why do you think (character) wore a hat?
3. How did (character) use the hat in the rhyme/story?
4. What would have happened if (character) had not worn a hat?
5. How can you use a hat when you are pretending?
6. Who would like to pretend to be (character) using a paper hat?
7. What happened first in the story?
8. What happened next?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Did children appear to listen to rhyme/story with interest and enjoyment?
- Were children able to describe the character?
- Did the children show an understanding of the role the hats played in character development and story plot?
- Did the children's discussion indicate understanding of "pretending"?
- Did the children's dramatizations illustrate their understanding of the character?

*SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To develop creativity by manipulating materials, colors, shapes and designs.

Motivation:
Teacher will read a story about hats or refer to stories already read. Teacher says to the children, "Today we're going to make our very own hats."

Materials:
construction paper, pre-cut shapes, glue, crayons, scissors, chart paper, string, elastic, paper plates, assorted "junk" items

Procedure:
- Teacher displays a homemade paper plate hat and asks: "What materials will you need to make a paper plate hat?"
- Teacher lists children's responses on chart paper.
- Children gather materials, cut, paste and decorate their hats independently.
- Children describe their hats.

Follow-Up:
- Children dictate sentences about their hats. Hats and dictated sentences may be attached to bulletin boards.
- Teacher develops an experience chart with the children about the hats they made.
- Children can participate in a hat parade (Appendix).

LANGUAGE EMPHASIS FOR THE E.S.L. STUDENT

Following Directions:

- Go to the table.
- Take materials for your hat.

Receptive:

glue	scissors	paper
shapes	crayons	string
paper	plate	materials.

- What are you doing? Are you cutting? What materials did you use?
- Did you use any _____?

Productive:

- You used _____ and _____ on your hat.
- I am __________ (cutting, pasting, etc.)
- I used _____ and _____ and _____ on my hat.
- Yes I did. No, I didn't.

THEME

Hats

LEARNING EXPERIENCE

Looking at Hats

CONTENT AREA

Mathematics

CONCEPTS

- Hats have meaning.
- People wear hats for many different reasons: work, play, protection.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
	Teacher	Children		
The children will: . count the number of objects in a set. . identify the function of some hats. . categorize the hats according to size, color.	. provides a variety of hats (baseball, football, firefighter, cowboy, party, etc.) . encourages and guides a discussion about the hats. . assists children in counting hats in various sets from 1 to 5. . assist children in classifying hats by color, size, use. . assist children in graphing hats by color, size, use.	. talk about the hats. . identify the different hats. . identify the people who wear the hats. . discuss when the hats are worn and why. . sort the hats according to color, size and use. . count the hats in the sets. . succeeding activities: classify hats by color, size, use. . graph hats by color, size, use.	Communication Arts: - listening - new vocabulary - classification skills - expression of ideas Creative Arts: - color words Health and Physical Education: - to develop the ability to see likenesses and differences in objects Mathematics: - counting - *classifying - comparing - graphing Science: - observing Social Studies: - taking turns - following directions - learning to listen to others	different hats **VOCABULARY** large/small on/off color names number words play work sun hat birthday hat clown's hat, (names of other types of hats)

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. What kind of hat is this?
2. What kind of hats do you have at home?
3. Where have you ever seen hats like these before?
4. Who wears this hat?
5. Why do you think this hat is worn?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Are the children participating in the classroom discussion?
- Can the children see similarities and differences in size, color and use of the hats?
- Can the children recognize the number of objects in a set?

*SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To classify things according to size.

Motivation:
Read a story about large and small.

Materials:
small and large paper hats (pre-cut), pictures of large and small animals, tape on back of hats, words to song, "Hat Song" (Appendix).

Procedure:

- . Teacher distributes one large and one small hat to each child.
- . He/She displays and identifies pictures of large and small animals.
- . Children group animals according to size.
- . Teacher introduces song and demonstrates how to participate.
- . Teacher sings and child responds by taping hat on appropriate figure.
- . After song, teacher asks: Where is the hat?
- . Child responds, The (large/small) hat is on the (large/small) (animal name).

Follow-Up:

- . Have a box with a medium-size hole on top and some objects in assorted sizes. Children try to fit each object through hole. Teacher asks: Does it fit? Child responds: No it doesn't. It's too (large/small).
- . Have the children cut pictures to place on a bulletin board labeled LARGE and SMALL Things.

LANGUAGE EMPHASIS FOR THE E.S.L. STUDENT

Following Directions:

- . Put the (large) hat on a (large) animal.

Receptive:

large small animal names

- . What is (large/small)?
- . Is it a large (name of animal) or a small (name of animal)?
- . What do you have?
- . Which animals are (large/small)?
- . Where did you put the (large/small) hat?

Productive:

- . The (name of animal) is (large/small).
- . It's a (large/small) (name of animal).
- . I have a large hat and a small hat.
- . The (name of animal) is (large/small).
- . I put the (large/small) hat on the (large/small) (name of animal).

E.S.L. EXTENDED LESSON

Aim:

To identify and recognize various shapes (circles, square, triangle, rectangle); to use shapes of various colors and sizes to make a picture.

Motivation:

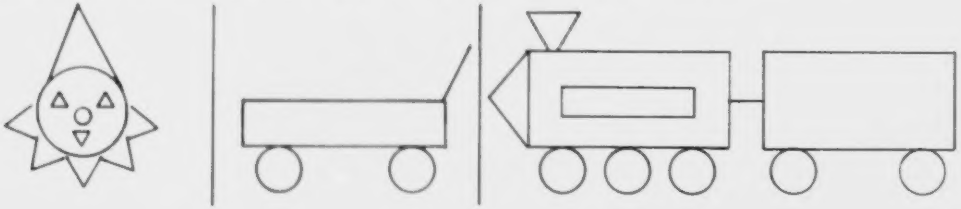
Have a box of pre-cut shapes available. Show a shape. Say: What is this? What color is it? Find a _____ in the box.

Materials:

paper, pre-cut shapes in various colors and sizes.

Procedure:

- Teacher displays pictures made with various geometric shapes.



- Teacher holds up a circle and says: This is a circle. Can you find a circle in the picture? Child will trace the shape in the picture with one finger. Repeat this procedure with different shapes.
- Teacher says: Today we're going to make pictures using different shapes. Think of a picture you want to make. Take the materials for your picture. Make a picture.
- As children work, teacher asks: What are you doing?"
- Teacher asks the children to share their pictures and tell what they made.
- Teacher asks: What did you make? What materials did you use?

Follow-Up:

- Repeat the activity but allow the children to trace patterns of different shapes and cut them out.
- Have children make finger-walking puppets using shapes.
- Have children make a SHAPE BOOK, by cutting pictures and finding the different shapes in the pictures. They trace the shapes with a marker.

E.S.L. EXTENDED LESSON

Aim:
To name and locate parts of the body (head, shoulder, back, hand, knee, lap) through a chant

Motivation:
Today we're going to learn a song using six parts of our body. We will also use our paper plate hats to act out the song.

Materials:
paper plate hats

Procedure:
- Teacher will direct children to place hats on their chairs.
- Teacher/Children: Neat Officer Spat lost his hat. (Children walk around and pretend to look for a hat.)
- Teacher/Children: He couldn't find it anywhere, his nice old hat. (Children walk around the room slowly.)
- He walked down High Street and everybody said... (Children place hats on part of the body indicated by the teacher and continue with song.)
- Silly Officer Spat you've got it on your _____ (head, back, shoulder, hand, knee, lap).

Follow-Up:
- Reinforce parts of the body through the following patterns:
  Teacher: Where is my hat?
  Child: Your hat is on your head.
  Teacher: Is that your hat?
  Child: Yes, it's mine.
  Teacher: Where is your hat?
  Child: My hat is on my _____ (lap, head, etc.).

Chant from: Donnelly, Joan. REACH OUT - WHO? Level One,
New York: Macmillan Publishing Co., Inc. 1982.

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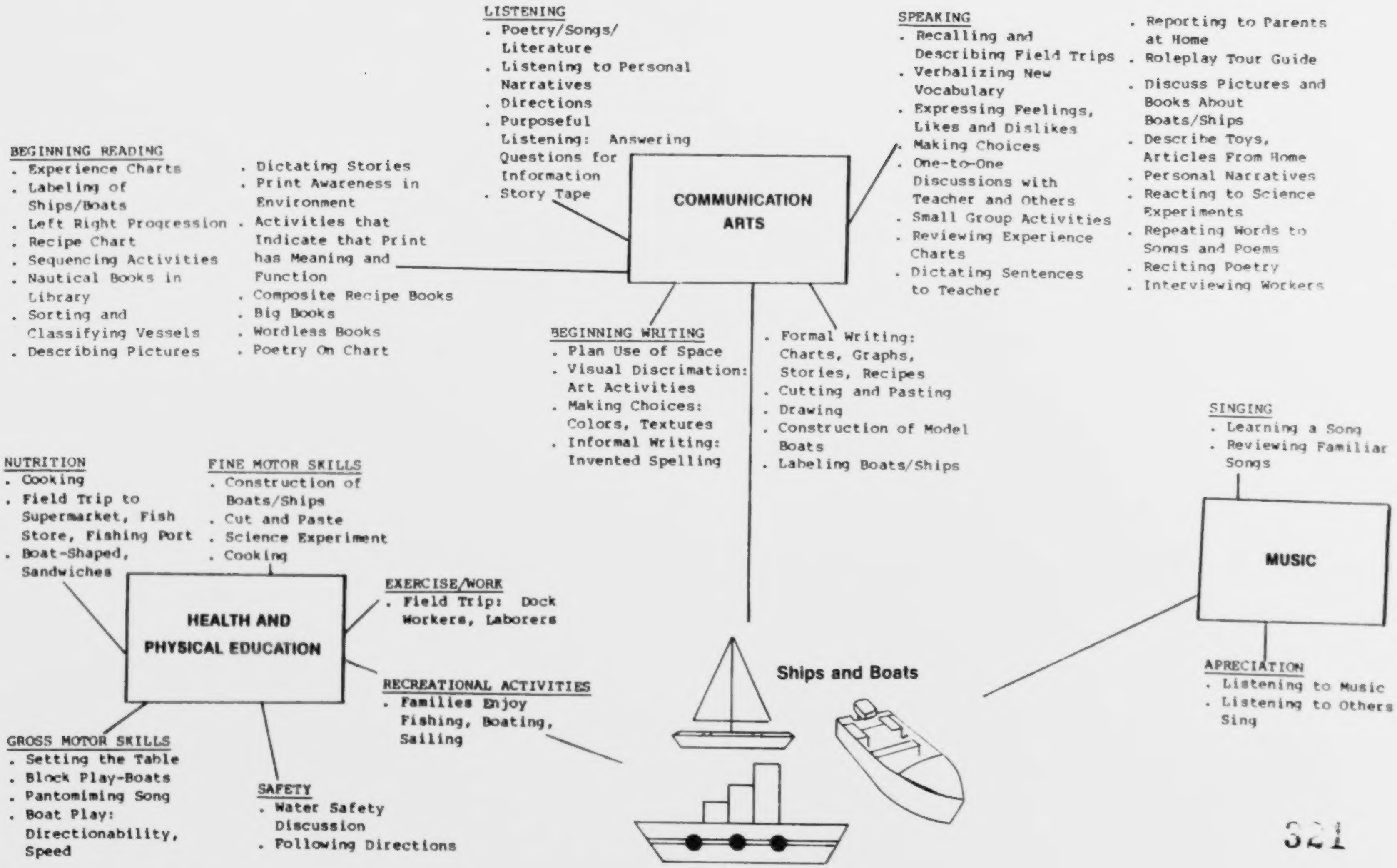
Ships and Boats

RATIONALE

Ships and Boats can be an exciting theme for New York City youngsters because of the accessibility to the waterways that lead into New York Harbor. Waterfront parks give New Yorkers recreational areas and spectacular vantage points from which to view oceanbound ships, tugs and barges, small pleasure craft and commercial cargo ships.

Since Ships and Boats is an integral part of the real and "make-believe" world of many five-year olds in our city, it seems natural for the Kindergarten teacher to expand and enrich this familiar theme. There are many significant learnings that can take place, whether the activity involves floating or sinking a homemade boat in a basin of water or simply watching a majestic oceanliner glide through a deep channel of water.



Ships and Boats

COMMUNICATION ARTS

LISTENING
- Poetry/Songs/ Literature
- Listening to Personal Narratives
- Directions
- Purposeful Listening: Answering Questions for Information
- Story Tape

SPEAKING
- Recalling and Describing Field Trips
- Verbalizing New Vocabulary
- Expressing Feelings, Likes and Dislikes
- Making Choices
- One-to-One Discussions with Teacher and Others
- Small Group Activities
- Reviewing Experience Charts
- Dictating Sentences to Teacher
- Reporting to Parents at Home
- Roleplay Tour Guide
- Discuss Pictures and Books About Boats/Ships
- Describe Toys, Articles From Home
- Personal Narratives
- Reacting to Science Experiments
- Repeating Words to Songs and Poems
- Reciting Poetry
- Interviewing Workers

BEGINNING READING
- Experience Charts
- Labeling of Ships/Boats
- Left Right Progression
- Recipe Chart
- Sequencing Activities
- Nautical Books in Library
- Sorting and Classifying Vessels
- Describing Pictures
- Dictating Stories
- Print Awareness in Environment
- Activities that Indicate that Print has Meaning and Function
- Composite Recipe Books
- Big Books
- Wordless Books
- Poetry On Chart

BEGINNING WRITING
- Plan Use of Space
- Visual Discrimation: Art Activities
- Making Choices: Colors, Textures
- Informal Writing: Invented Spelling
- Formal Writing: Charts, Graphs, Stories, Recipes
- Cutting and Pasting
- Drawing
- Construction of Model Boats
- Labeling Boats/Ships

HEALTH AND PHYSICAL EDUCATION

NUTRITION
- Cooking
- Field Trip to Supermarket, Fish Store, Fishing Port
- Boat-Shaped, Sandwiches

FINE MOTOR SKILLS
- Construction of Boats/Ships
- Cut and Paste
- Science Experiment
- Cooking

EXERCISE/WORK
- Field Trip: Dock Workers, Laborers

RECREATIONAL ACTIVITIES
- Families Enjoy Fishing, Boating, Sailing

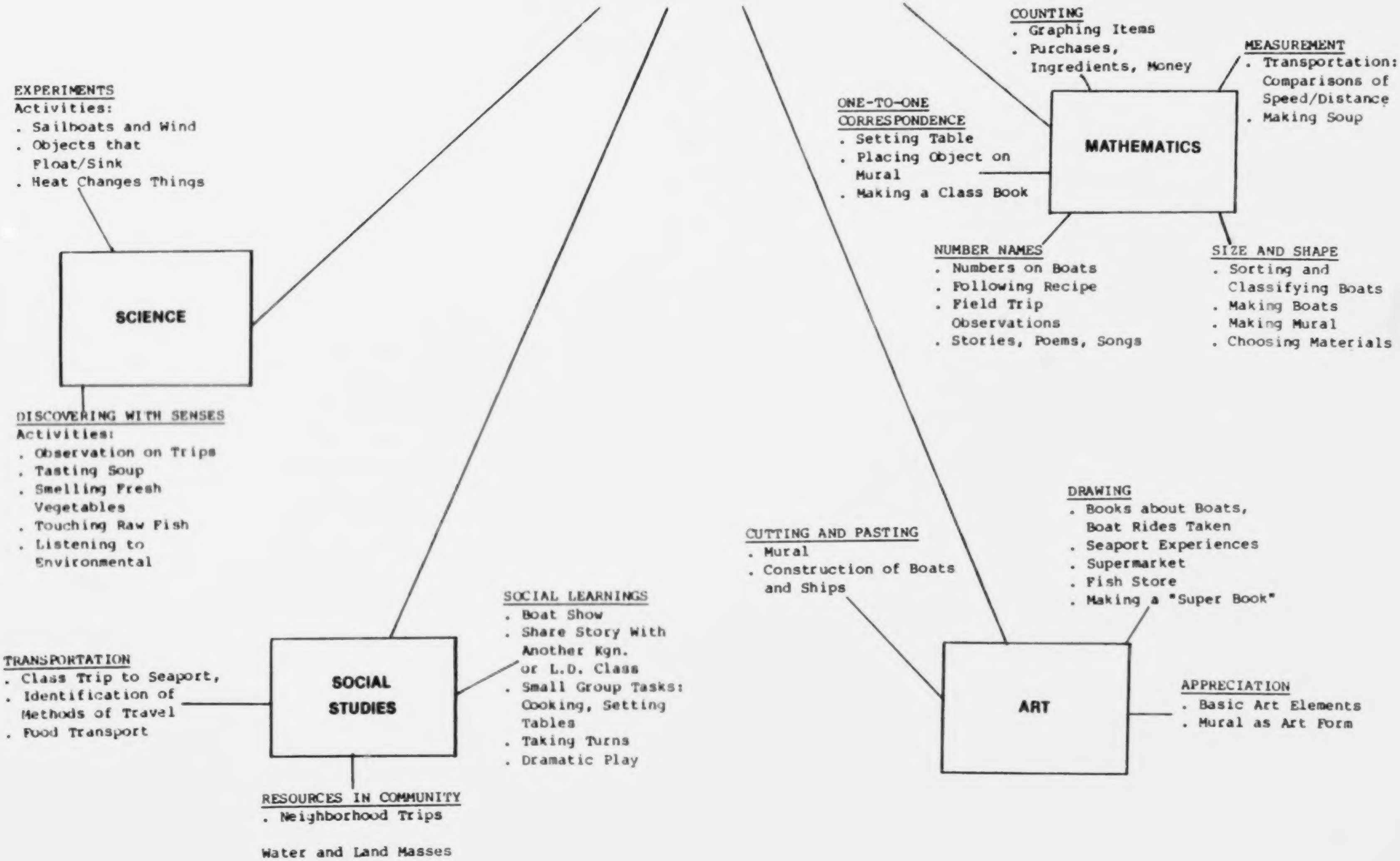
GROSS MOTOR SKILLS
- Setting the Table
- Block Play-Boats
- Pantomiming Song
- Boat Play: Directionability, Speed

SAFETY
- Water Safety Discussion
- Following Directions

MUSIC

SINGING
- Learning a Song
- Reviewing Familiar Songs

APRECIATION
- Listening to Music
- Listening to Others Sing



SCIENCE

EXPERIMENTS
Activities:
- Sailboats and Wind
- Objects that Float/Sink
- Heat Changes Things

DISCOVERING WITH SENSES
Activities:
- Observation on Trips
- Tasting Soup
- Smelling Fresh Vegetables
- Touching Raw Fish
- Listening to Environmental

SOCIAL STUDIES

TRANSPORTATION
- Class Trip to Seaport,
- Identification of Methods of Travel
- Food Transport

SOCIAL LEARNINGS
- Boat Show
- Share Story With Another Kgn. or L.D. Class
- Small Group Tasks: Cooking, Setting Tables
- Taking Turns
- Dramatic Play

RESOURCES IN COMMUNITY
- Neighborhood Trips

Water and Land Masses

MATHEMATICS

COUNTING
- Graphing Items
- Purchases, Ingredients, Money

MEASUREMENT
- Transportation: Comparisons of Speed/Distance
- Making Soup

ONE-TO-ONE CORRESPONDENCE
- Setting Table
- Placing Object on Mural
- Making a Class Book

NUMBER NAMES
- Numbers on Boats
- Following Recipe
- Field Trip Observations
- Stories, Poems, Songs

SIZE AND SHAPE
- Sorting and Classifying Boats
- Making Boats
- Making Mural
- Choosing Materials

ART

CUTTING AND PASTING
- Mural
- Construction of Boats and Ships

DRAWING
- Books about Boats, Boat Rides Taken
- Seaport Experiences
- Supermarket
- Fish Store
- Making a "Super Book"

APPRECIATION
- Basic Art Elements
- Mural as Art Form

THEME
Ships and Boats

LEARNING EXPERIENCE

Making a Mural of a Seaport

CONTENT AREA
Art and Social Studies

CONCEPTS

- We can recall experiences we have enjoyed.
- We can use our artistic skills to describe our experiences.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
	Teacher	Children		
The children will: . learn about color, texture, and shape. . use new vocabulary and increase language skills. . learn to control use of tools through activities which foster eye-hand coordination. . work cooperatively to fulfill a common goal. . create and appreciate a specific art form (mural).	. conducts class discussion about seaport trip. . lists children's observations on a chart. . plans with children what each section of the mural will contain. . makes light chalk lines on the paper to delineate the areas (Appendix). . guides and supports children's efforts. . invites children to paste their items on the appropriate areas of the mural. . asks children to note likenesses and differences between shapes on mural and shapes previously learned.	. recall and discuss things they have seen at the seaport. . plan for the use of space on the mural. . decide what color and what texture paper to use for their item. . draw appropriate items for the mural and cut them out. . decide where to place items on the mural.	Communication Arts: - *recalling and describing - new vocabulary - visual discrimination Creative Arts: - symbolic representation Health and Physical Education: - some foods are transported by water Mathematics: - graphing - counting - shapes - spatial relationships Science: - loading/unloading cargo - sinking/floating Social Studies: - planning - working cooperatively - occupations - water transportation of people, things	paper in a variety of sizes, colors, and textures scissors paste scraps of material crayons markers chart paper oaktag **VOCABULARY** boats docks ships masts hoists cargo seamen ocean bay tugboats fishing boats

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. What did we see at the seaport?
2. What kinds of boats did we see?
3. What color paper can we use to show the water on our mural? boats? buildings?
4. What kind of paper will make the water look wavy?
5. On which part of the picture can we put the water and boats? people? buildings?
6. Ask individually: "On which part of the mural would you like to paste your ____?" (boat, ship, etc.).
7. What kinds of shapes are in our mural?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Were children able to recall and describe field trip?
- Did they artistically recreate their experience?
- Did they use varied colors, textures and shapes?
- Were they able to draw, cut, and paste?
- Which children need further experience in this area?
- Were they able to work cooperatively?
- Did the children learn that a mural is an art form?

*SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:

To write a group story about a shared experience.

Motivation:

Class discussion about the trip and the children's contributions to the mural.

Materials:

chart paper, marking pen, duplicating master, duplicating paper

Procedure:

- Teacher elicits information from children about what they see in the mural.
- Teacher prints a few, short, simple sentences that individual children dictate on a chart.
- Teacher rereads chart a few times.
- Children can read with teacher, pick out sight vocabulary words, or read a sentence independently.
- Teacher might ask for a volunteer to read the entire story.
- Teacher can rexograph each story for all children to take home, or all stories can be incorporated into a take-home book.

Follow-Up:

- Prepare a graph showing the numbers of different items in the mural (Appendix).
- Dramatic play: Have children take turns, (with a prop that resembles a microphone), as tour directors, describing the seaport to out-of-town visitors.
- Making three dimensional boats that float.

LANGUAGE EMPHASIS FOR THE E.S.L. STUDENT

Following Directions:

- Look at the mural.
- Tell me what you made.
- Tell me what you see.

Receptive:

mural	trip	ships
boat	water	sailor

- What did you make?
- Who made a ____? (boat)
- What do you see?
- Do you see ____? (water, a ship)

* variation for past tense: cover mural or child turns around. What did you see?

Productive:

- I made a ____. (boat)
- I did.
- She/he did.
- I see ____ and ____ and ____. (water, boats, sailor)
- Yes, I do. No, I don't.
- Variation: I saw ____ and ____ (boats, water).

THEME

Ships and Boats

LEARNING EXPERIENCE

Purchasing Ingredients for Fish Soup

CONTENT AREA

Social Studies and Mathematics

CONCEPTS

- We can all participate in the purchase, preparation and eating of food.
- Recipes are ways of writing down how to cook so there is consistency.
- Food is transported to the city in many ways.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
	Teacher	Children		
The children will: . review all they know about how food comes into the community. . make and read experience stories. . purchase the necessary ingredients for the fish soup. . interview workers in a supermarket or fish store. . realize that a big job can be subdivided to make work easier and faster.	. arranges for a field trip to a supermarket or fish store. . records children's recollections and perceptions of the experience. . makes a recipe chart. . prepares chart of questions to be asked on trip to fish market or supermarket. . takes class on trip. . reviews recipe chart and checks off ingredients purchased. . subdivides class into groups for: setting the table, making soup, related activities such as making placemats and menus.	. discuss how food comes into the community. . contribute to and read charts. . ask questions. . help make necessary purchases. . exchange money for food. . tell about the responses of the merchants. . divide into groups for small group activities.	Communication Arts: - interviewing workers - recording information - reading - listening Health and Physical Education: - good nutrition builds healthy bodies - fine motor skills Mathematics: - measuring - counting Science: - discovering heat changes food - classifying: living and non-living things. Social Studies: - discovering where food comes from - purchasing food	marking pens chart paper tape recorder money ingredients for fish soup **VOCABULARY** food fish buy money recipe chart questions flounder blue fish sole vegetables: celery onions Spices: salt pepper

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. What questions can we ask in the fish market? supermarket?
2. How does the fish get from the river into our refrigerator?
3. What ingredients will we need to make the soup?
4. What did we see on our trip to the fishing pool? fish market?
5. Did we purchase all the ingredients we need? What is missing?
6. Have you seen a recipe used before? Where? When?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Can children follow logical order of the movement of produce from natural source through transport, processing, packaging, cooking to eating it?
- Did children participate in creating and reading their experience stories?
- Were they able to assist in purchasing ingredients for soup?

*SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To learn a method for preparing food; cooking fish soup.

Motivation:
This activity is an outgrowth of the preceding day's field trip to purchase ingredients for fish soup.

Materials:
fish and other ingredients, chart paper, plastic knives, large pot, hot plate, bowls and spoons, measuring cups and spoons, placemats, table decorations, menus

Procedure:
- Teacher asks children to read the recipe chart (Appendix).
- Children are asked to count out sets of items needed for the soup, e.g., 3 onions.
- Teacher guides and assists children in preparing the fish and vegetables for the soup.
- Teacher helps children observe changes in the food while it is cooking.
- Groups of children should simultaneously make placemats, set the table, etc.
- Everyone sits down to sample the fish chowder. (Note: Teacher should consult with parents prior to this activity about children's food allergies.)

Follow-Up:
- Experience chart about how food changes during cooking.
- Copies of recipe to be duplicated for each child's recipe book.
- Children illustrate the cooking experience; phases of the process.

LANGUAGE EMPHASIS FOR THE E.S.L. STUDENT

Following Directions:

- Count the (onions).
- Let's set the table.
- Put the (spoon) next to the (bowl).

Receptive:

Mix	cut	scrape
peel	next to	utensils
on	between	food vocabulary

- Teacher describes order of events in preparing soup.
- How many (onions) do we use?
- What did we use first?
- What did we do first?
- What did we do last?
- Where do we put the (mat, spoon, bowl, napkin)?

Productive:

- Children prepare the soup.
- We use (number) (onions).
- We (cut) the (onions) first.
- We (set the table) last.
- We put the (spoon) (next) to the (bowl).

THEME
Ships and Boats

LEARNING EXPERIENCE

Learning a Poem: "Ferry Boat"

CONTENT AREA
Communication Arts

CONCEPTS

- There is meaning in poetry.
- Poetry gives us information and enjoyment.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
The children will:	Teacher	Children	Communication Arts: - vocabulary development - language listening, sounds and patterns - *expressing ideas - recitation - appreciating poetry	poem printed on chart marker tape recorder (optional)
. learn a poem by memorization. . see poetry as one use of language; an expression of one's ideas and feelings. . understand the poem's meaning. . be encouraged to learn more poetry.	. elicits information about ferryboats from children; discusses function of a ferryboat. . introduces the poem. . recites poem for children. . repeats poem. . waits for comments. . asks children what the poem is about. . discusses poem with children. . teaches poem two lines at a time. . has children recite poem with teacher. . repeats the poem during the day e.g., in a transition period, before dismissal, etc.	. describe their prior experiences and background information. . listen and asks questions. . listen for meaning. . continue selective listening. . react to poem. . describe what they hear. . report details and meaning. . repeat and memorize as much as possible. . recite poem as a group (choral speaking). . repeat poem to reinforce language patterns, and to learn the poem.	Health and Physical Education: - movement education - directionality - speed Mathematics: - speed and distance Science: - floating/sinking - How does it move? - above/below the water line Social Studies: - water transportation linking land bodies	**VOCABULARY** river bay ferry boats ride seagulls waves above below speed land water

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. Have you ever seen or been on a ferryboat? Where? When?
2. What is the author of the poem telling you?
3. What did passengers see on their ride?
4. How do you know that Mr. Tippitt liked the ride?
5. What poems do you know that you would like to recite?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Were children able to memorize the poem?
- Which children found it easy/difficult?
- Did they understand that poetry conveys a message?
- Did they understand the message?
- Are they enthusiastic to learn more poems?

*SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To make a class "super" book (approximately 17" X 23").

Motivation:
Suggest that the children can recreate a favorite nautical story for their own use.

Materials:
large sheets of oaktag, drawing paper, cardboard for covers, crayons, markers, scissors, paste, glue, hole puncher, metal rings, book about ships, boats from class library

Procedure:

. The teacher should have read nautical stories previously with the children.

. Teacher introduces idea of "big book."

. Teacher asks for volunteers and/or assigns children to draw pictures for each page.

. Group discussion about cover, pagination, sequence, etc.

. Teacher prepares pages with print and leaves space for illustration.

. Children illustrate story and paste their illustrations in appropriate places. Make cover.

. All read the story together at completion.

Follow-Up:

. Placing book and story tape in library for individual and small group reading.

. Reading the story to another class.

. Lending the book to another kindergarten class.

. Whole class reading--a shared book experience.

LANGUAGE EMPHASIS FOR THE E.S.L. STUDENT

Following Directions:

. Tell me what happens _____(first, next, last).

. Repeat the sentence after me.

. Pick a sentence.

. Tell me about your picture.

Receptive:

first next last
sentence picture

. What happens in your picture?

. What happens _____ (first, next, last) in your picture?

. Who can find the picture that shows what happens _____ (first, next, last) in the story?

Productive:

. Repeating sentences.

. Describing what happens in pictures.

. Sequencing pictures.

. Retelling story in proper sequence.

. Pasting pictures in book in proper sequence.

. This goes ____ (first, next, last).

THEME

Ships and Boats

LEARNING EXPERIENCE

Constructing Ships and Boats

CONTENT AREA

Social Studies and Art

CONCEPTS

- There are many kinds of boats and ships.
- Boats and ships have characteristics that are similar and different.
- Floating vessels can be made with a variety of art materials.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
The children will: . expand their knowledge about how ships and boats differ in their general configuration and functions. . make a distinction between pleasure craft and commercial and industrial vessels. . make boats and ships to be used in follow-up activities.	Teacher . hangs boat and ship pictures around the room. . has books available on this theme. . reads stories and factual books. . discusses stories and pictures with children. . asks children to bring in any toys, ships and boats they may have at home. . collects and prepares materials for children's construction of vessels. . asks children what kinds of boats can be constructed with the materials. . guides clean-up and evaluation at the end of this work period.	Children . look at pictures. . explore related literature. . participate in story time activities. . share their understandings with peers. . bring in any toy boats and ships from home, describe and discuss them. . bring from home any odds and ends that can be used for boat construction. . construct representations of real or imaginary vessels. . clean up. . share their work with others.	Communication Arts: - vocabulary development - visual discrimination - personal narratives - sharing ideas and thoughts - reading - listening Creative Arts: - cutting - pasting - woodworking - constructing Health and Physical Education: - water safety - foods and water transport Mathematics: - relative size Science: - *cause/effect relationships - relative speeds Social Studies: - water courtesy	wood tools nails glue scissors styrofoam cork sticks tongue depressors milk cartons plastic containers **VOCABULARY** mast sail engine motor steering wheel ocean bay river lighthouse names of types of boats and ships vessel

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. What kinds of boats do you see in the pictures and books?
2. How is this boat or ship used?
3. How are these boats/ships similar and/or different?
4. On which boat/ship would you go for a sail?
5. Which boat/ship guides the huge ships (ocean liners) into the harbor?
6. How can you build your own boat/ship?
7. Do you think it will float? Why? Why not?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Did children learn that ships and boats differ in their general configuration and functions?
- Were children able to distinguish between pleasure craft and commercial vessels?
- Were children able to make simple boats that float?
- Did the completed boats reflect that the child incorporated new learnings into the art activity?

*SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To demonstrate that wind can move things (sailboats).

Motivation:
Teacher explains that the children will play a game using the boats and ships they already made.

Materials:
sailboats made in class; water receptacle; straws

Procedure:
- Small group discussion about how boats are powered.
- Teacher asks children to place sail boats in water. Asks children to blow on sails or create wind by fanning a paper.
- All observe what happens when wind blows; when wind stops.
- Teacher asks how sailboats get their power to move.
- Children will indicate how the wind pushes the sail.
- Teacher distributes straws to children and asks them to blow through straws to move the sailboats.
- Children experiment and report.
- All will observe under which conditions boats sailed.

Follow-Up:
- Lesson on objects that float or sink.
- Experience chart dealing with sailboats.
- Making boat-shaped sandwiches.
- Block graph of favorite types of boats.
- Sailboat race.

LANGUAGE EMPHASIS FOR THE E.S.L. STUDENT

Following Directions:

- Put your sailboat in the water.
- Watch what happens.
- Make the boats move.
- Blow through the straw.

Receptive:

sails sailboat wind
straw

- What do you see?
- What moves the sails?
- Did the wind push the sail?

Productive:

- I see the sailboats.
- I see the sailboat move.
- The wind _____ (moves, pushes) the sails.

THEME

Ships and Boats

LEARNING EXPERIENCE

Learning a Song: "River Boat"

CONTENT AREA

Music

CONCEPTS

- A song can tell us a story.
- We can learn through music.
- Goods were transported via ship before the development of rail and air shipment.

OBJECTIVES	PROCEDURES		RELATED CONTENT AREAS/SKILLS	MATERIALS
	Teacher	Children		
The children will: . learn a song about a riverboat. . learn about history through a song.	. introduces song by giving background information. . plays song on piano and sings song for children a few times. . discusses meaning of each line with children. . recites one line at a time. Recites first two lines. Sings first two lines. Recites next two lines. Sings next two lines. Continues to sing song through a few times. . listens while children sing with piano.	. listen to learn how goods were shipped down the Mississipi and Wabash rivers. . listen to words and phrasing of song. . receive information from discussion of song. . repeat one line at a time. Repeat first two lines. Sing with teacher. Listen and repeat next two lines. Sing with teacher. Continue to sing along with teacher. Sing as a group.	Communication Arts: - learning to listen - recalling - reciting Music: - singing - listening Health and Physical Education: - understanding directions - communicating ideas: body movements Mathematics: - concept of time: water travel versus air travel and rail travel - *measurement Science: - concept of power - movement on water Social Studies: - enjoying a shared group experience - history through song - advantages of water transportation	piano guitar music of the song "River Boat" (Appendix) **VOCABULARY** river boat goods cotton deck Cairo Liza Jane history map

SUGGESTED TEACHER QUESTIONS

FOR ENTIRE ACTIVITY

1. How do you think food and things we needed were brought to different parts of the country before airplanes, trucks and railroads?
2. What is this song about?
3. Who do you think Liza Jane was?
4. Who was singing good bye to her?

ASSESSMENT

Teacher determines learning outcomes through observation and recordings.

- Did the children learn the song?
- Did they learn how goods were transported before airplanes and railroads?
- Did the children expand on the ideas in the song?

*SUGGESTED DIRECT INSTRUCTION ACTIVITY

Aim:
To measure the length of objects using non-standard units of measure.

Motivation:
Prior to activity, the teacher should have assisted the children in setting up a harbor scene in the block corner.

Materials:
child-made and commercial boats and ships, blocks, rubber figures, pre-measured and cut paper strips (representing midway length between shortest and longest boats).

Procedure:
- Teacher will select appropriate boats for activity.
- Children will estimate, and then count number of boats.
- Children guess which are the longest and shortest boats in the collection.
- Teacher assists children in measuring with a paper strip. Asks children: "is the boat longer or shorter than the strip?"
- Teacher helps children classify boats into one set of long boats and one set of short boats.
- Elicits information from class and records findings on a chart.
- Encourages discussion at sharing time about mathematical findings.

Follow-Up:
- Classify boats and ships according to how they are powered or used (pleasure/commercial).

LANGUAGE EMPHASIS FOR THE E.S.L. STUDENT

Following Directions:

- Measure the boat.
- Put the boat _____ (next to, on) the strip.
- Count the boats.

Receptive:

long/er	short/er	ship
boat	color words	

- How many boats are there?
- How many (red) boats are there?
- Which boat is long/short?
- Which boat is longer/shorter?

Productive:

- There are (number) boats.
- There are (number) (red) boats.
- The (red) boat is long.
- The (red) boat is longer.
- The (blue) boat is shorter.
- The (red) boat is longer than the (blue) boat.

E.S.L. EXTENDED LESSON

Aim:

To develop facility in the use of prepositional phrases: with, on, under, next to, in.
To be able to derive meaning from words and picture cues.
To review vocabulary from "Making a Mural."

Motivation:

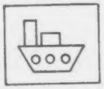
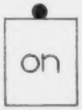
Teacher will play guessing game, "Guess who I am." Teacher shows picture of water and says, "I am blue. I am wet. Boats move on me. What am I?"

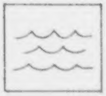
Materials:

Pictures on oaktag squares of sailboat, water, ship, sailor, and symbols for on and in. Chart with pockets to illustrate on. Chart with pockets to illustrate in.

Procedure:

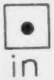
- Teacher shows pictures on oaktag and reviews vocabulary.
- Teacher asks: "What is this?"
- Child responds: "It's a _____ (boat)."
- Teacher shows two pictures, such as water and boat.
- Teacher asks: "Where does the boat go?"
- "Does it go _____ (next to, under, in) the water?"
- As teacher talks, she/he demonstrates position by placing ship in corresponding positions.
- Child answers: "No it doesn't." "Yes, it does."
- Teacher says: "Yes. The boat goes on the water." "Where does the boat go?"
- Children respond: "The boat goes on the water."
- Teacher shows chart with pockets for substituting pictures. Introduces symbol for on.

The  is 

the 

pocket pocket pocket

- Children read: "The ship is on the water."
- Teacher substitutes other pictures in pockets and repeats activity using the symbol for

in 

and substitutes appropriate pictures in pockets.

E.S.L. EXTENDED LESSON

Aim:

To review vocabulary.
To review verb: to be.
To practice sentence patterns using the present tense.

Motivation:

Use a variety of child-made boats.

Materials:

child-made boats, spinner game (see Appendix), song "The Sails on the Boat" (see Appendix)

Procedure:

- Teacher discusses what moves each type of boat: sailboat, rowboat, ship, motorboat. e.g.,
  Teacher: "What moves the ______ (sailboat, rowboat, motorboat, ship)
  Child: "The _____ (wind, oars, engine, motor) moves the _____ (sailboat, rowboat, ship, motorboat).".
- Teacher introduces game.
- Each child spins the dial.
- Teacher asks: "What are you?"
- Child responds: "I am a sailboat."
- Teacher or child asks: "What moves the sailboat?
- Child dramatizes responses and the whole group answers in unison: "The wind moves the sailboat."
- Each child should have more than one turn.
- Teacher introduces song.
- Child spins and group sings in unison an appropriate response. e.g., Spinner points to motorboat; children sing motorboat verse and make appropriate sounds.

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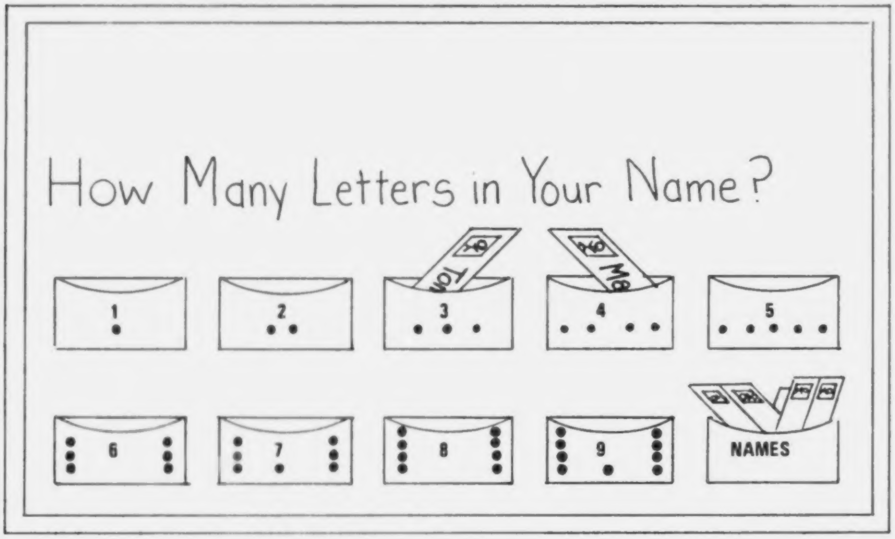
Appendixes for the Themes

Appendix for: Getting Acquainted with Each Other and School

How Many Letters in Your Name?


How Many Letters in Your Name?
TOM
1
2
3
4
5
6
7
8
9
NAMES

Song: "Name Song"

Song: "Name Song"
Tune: "Mary Had a Little Lamb"
Words: Mayita Dinos

Everybody has a name,
has a name, has a name.
Some are different,
Some the same,
Tell me what is yours!

Song: "I Really Do Know Me"

Song: "I Really Do Know Me"
Tune: "Yankee Doodle"
Words: Virginia Cramer

Do you know who I really know?
I really do know me-ee.
I know my name, I know my age.
I know so much about me!

I can tell you lots of things
That I know how to do:
I can work when I'm in school.
And I can play with you!

HOW MANY LETTERS IN YOUR NAME?

	1	2	3	4	5	6	7	8	9	10
Maria	●	●	●	●	●					
Ahmed	●	●	●	●	●					
Iraida	●	●	●	●	●	●				
Miguel	●	●	●	●	●	●				
Liza	●	●	●	●						

Song: "How many letters"
(tune of Frere Jacques)

How many letters,
How many letters,

Do you have,
in your name?

Let's count together,
Let's count together,

1 2 3 4 5 6
I R A, I D A

(Count while pointing to each letter to the tune of ding, dong, ding etc.)

Cookie Recipes

Saucepan Peanut Cookies

1. Heat the following ingredients in a pan until boiling:
   1 cup sugar
   1 cup light corn syrup

2. Remove pan from heat.
   Stir in the following:
   1 1/2 cups peanut butter
   4 cups dry cereal flakes

3. Mix ingredients well.

4. Drop a teaspoonful onto waxed paper.

5. Permit cookies to cool.

Peanut Butter Creams

1. Put the following ingredients into a bowl in this particular order:
   1/4 cup confectioner's sugar
   1 cup of chocolate bits
   1/2 cup sweetened condensed milk
   1 cup of peanut butter

2. Mix ingredients together.

3. Roll into little balls and chill.

Butterscotch Cookies

1. Put the following ingredients in a pan and melt over medium heat:
   2 packages of butterscotch morsels
   1/2 cup peanut butter

2. Remove from heat and stir in six cups of cornflakes.

3. Drop a teaspoonful for each cookie onto waxed paper and allow it to cool.

Chocolate Pot Cookies

1. Put the following ingredients into a pot and mix well:
   2 cups sugar
   1/2 cup butter
   4 teaspoon cocoa
   1/2 teaspoon salt
   1/2 cup milk

2. Bring the mixture to a boil. Allow it to continue boiling for 5 minutes.

3. Remove the mixture from the heat and add:
   1 teaspoon vanilla
   3 cups of oatmeal
   1/2 cup of peanut butter

4. Drop a teaspoonful for each cookie onto waxed paper and allow it to cool.

Letter to Parents

- -

Dear Parents,

We are beginning a unit on "Getting Acquainted with Each Other and School." One activity deals with learning about names. We are asking you to fill out the section below and return it to school. Thank you for your cooperation.

Sincerely,

____

- -

Our child's name is ________________ ________________ ________________.

Given Middle Family

We named our child ________________ because ____________________________

____.

The name means ____.

Our child's nickname is ____.

We think our child is special because ___________________________________.

____.

Sincerely,

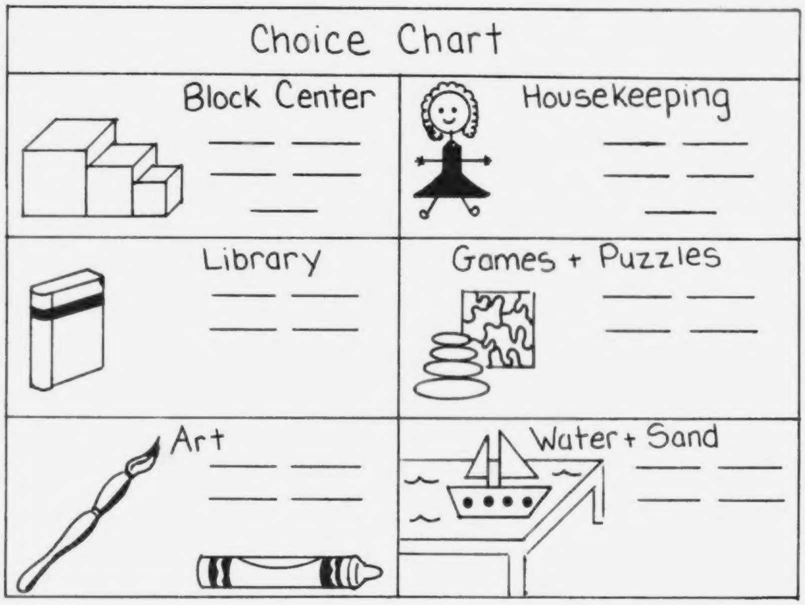
____

Your Signature

Choice Chart

Individual name cards (you can use a picture of child at the beginning of the year)

William


Choice Chart
Block Center
Housekeeping
Library
Games + Puzzles
Art
Water + Sand

Sample Name Chart

given	middle	family	nick-name
Lisaydee	Rosa	Torres	Cuqui
Michael	Glenn	Kaufman	Mickey
Tanisha		Cummings	Nisha
Carmen	María	Medina	Ceci
Pedro		Gómez	Tito
Anthony	Joseph	Rossi	Tony
Michael	James	Murphy	Mike

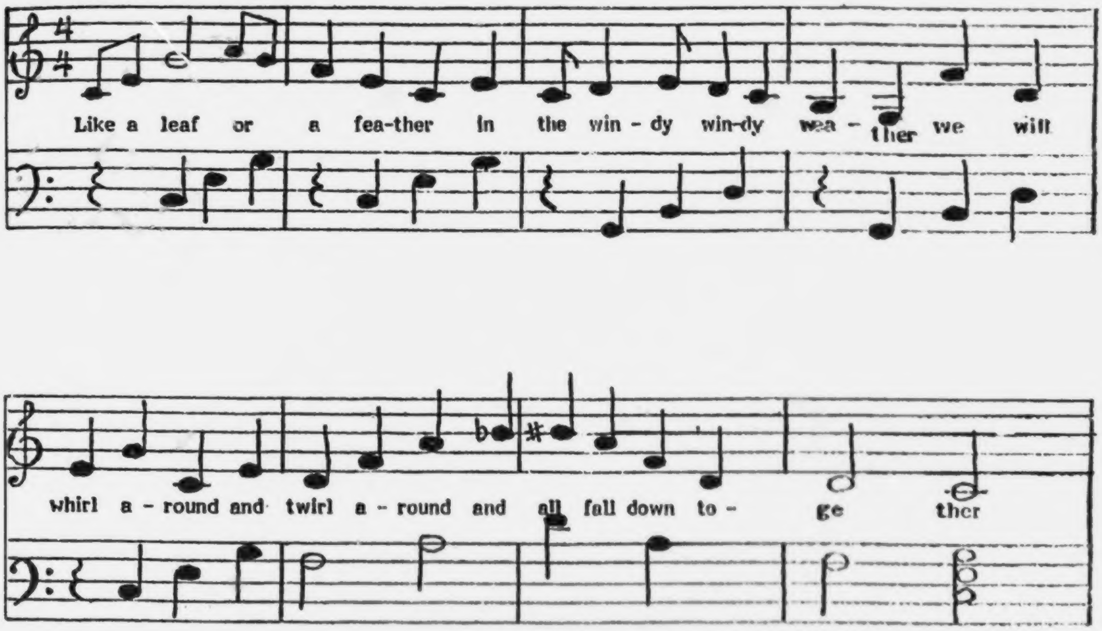
Appendix for: Fall—A Seasonal Change

Song: "Like a Leaf"

Directions:

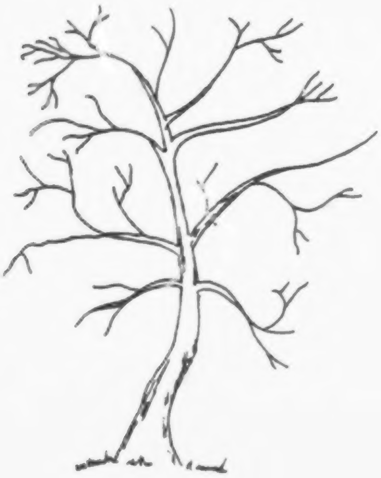
Children stand and wave arms above their heads as branches of a tree. Turn around one way for whirl and back the other way for twirl. Then fall down.

LIKE A LEAF

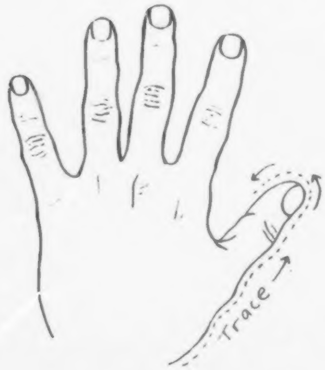

Like a leaf or a fea-ther in the win - dy win-dy wea - ther we will
whirl a - round and twirl a - round and all fall down to - ge ther

Source: Elaine Cummins, Early Childhood Activities (Atlanta, Georgia: Humanics Limited, 1982, p. 145.

Making a Fall Collage



Tracing around open fingers



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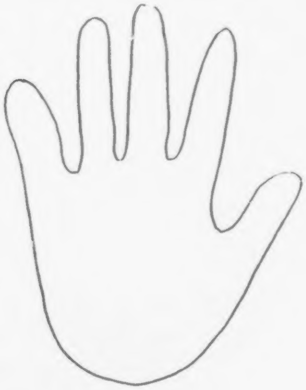
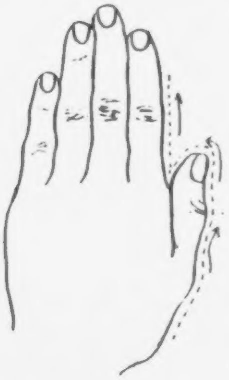


Tracing around closed fingers



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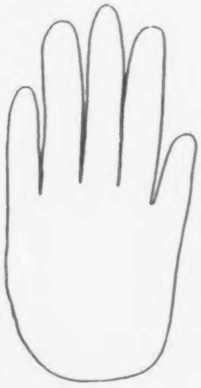


Poem: "The Seasons"

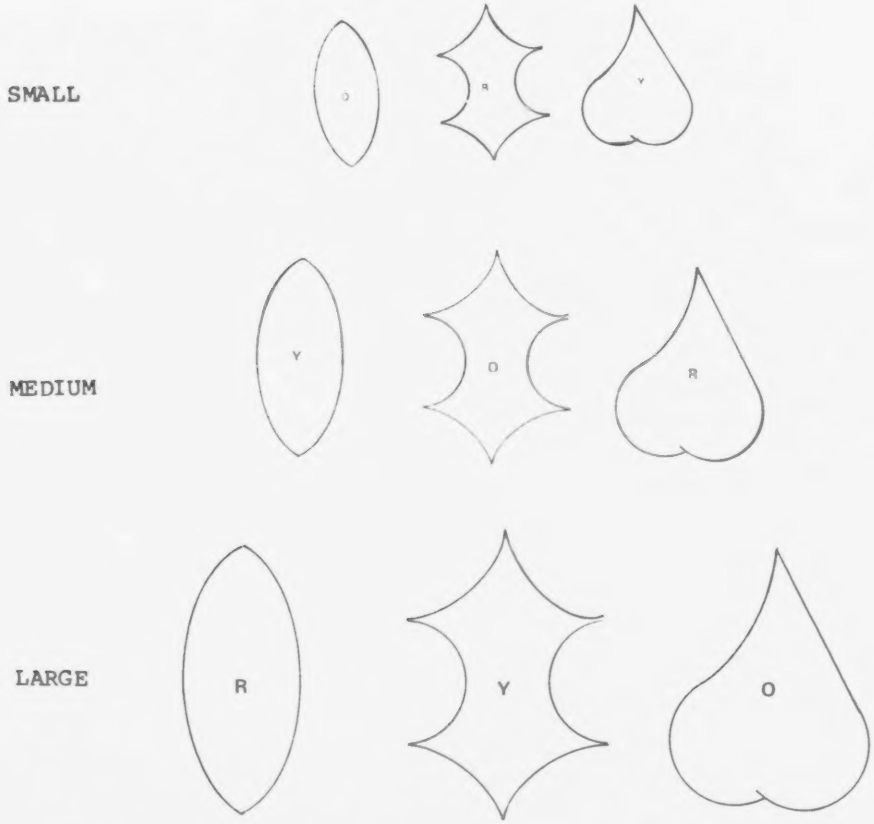
The Seasons

"Summer, winter, spring, and fall
How we love them one and all.
Each one brings us lots of fun
Rain and snow, and nice warm sun."

Unknown

Source: Elaine Cummins, Early Childhood Activities (Atlanta, Georgia: Humanics Limited, 1982, p. 92.

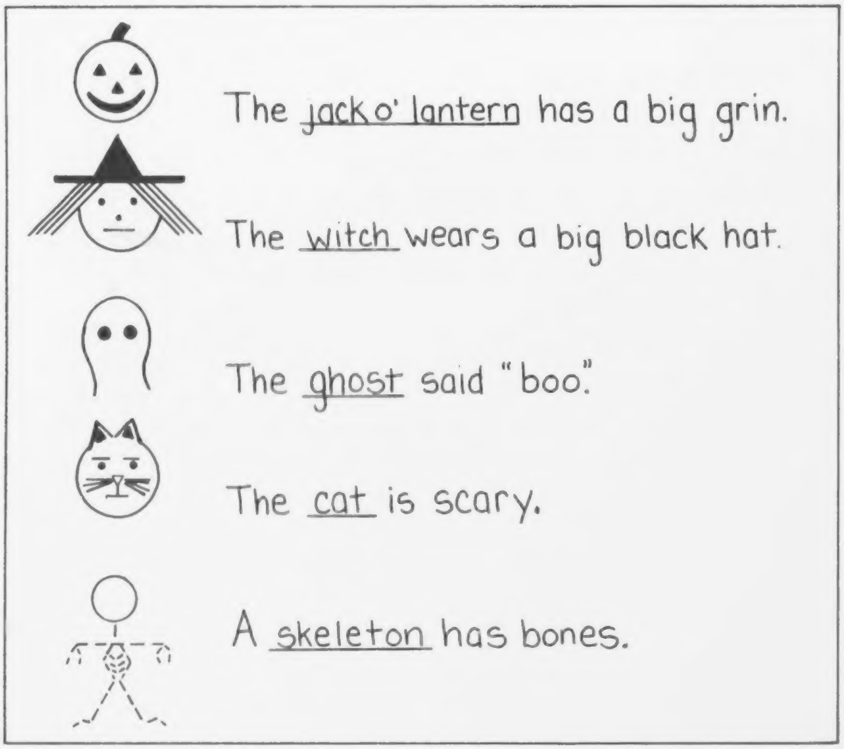
Model Leaf Shapes for Leaf Game



CODE:
R-RED
O-ORANGE
Y-YELLOW

Appendix for: Halloween

Sample Experience Chart for Halloween Vocabulary



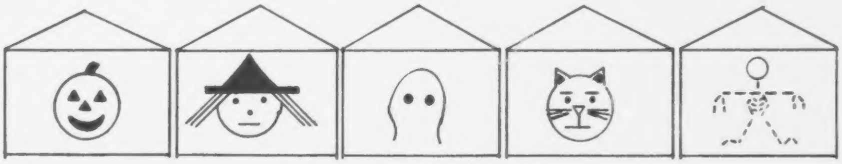
The jack o' lantern has a big grin.

The witch wears a big black hat.

The ghost said "boo."

The cat is scary.

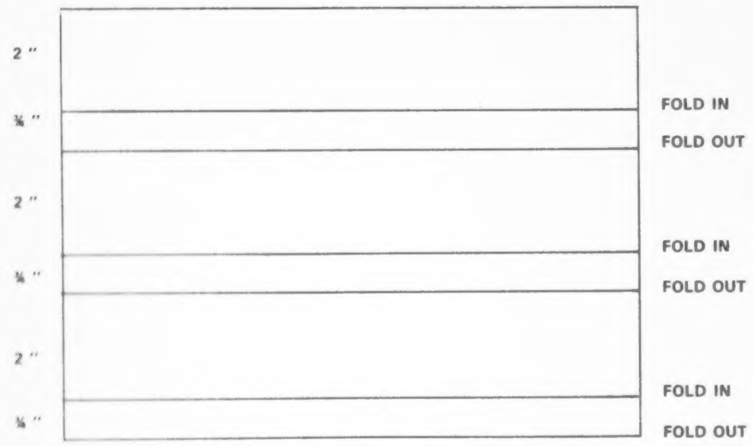
A skeleton has bones.



envelopes
for word cards

How to Make a Pocket Chart

Use Oaktag 9 X 14


2"
¼"
2"
¼"
2"
¼"
FOLD IN
FOLD OUT
FOLD IN
FOLD OUT
FOLD IN
FOLD OUT

Fold as directed and staple ends together. You will have a pocket chart with three rows.

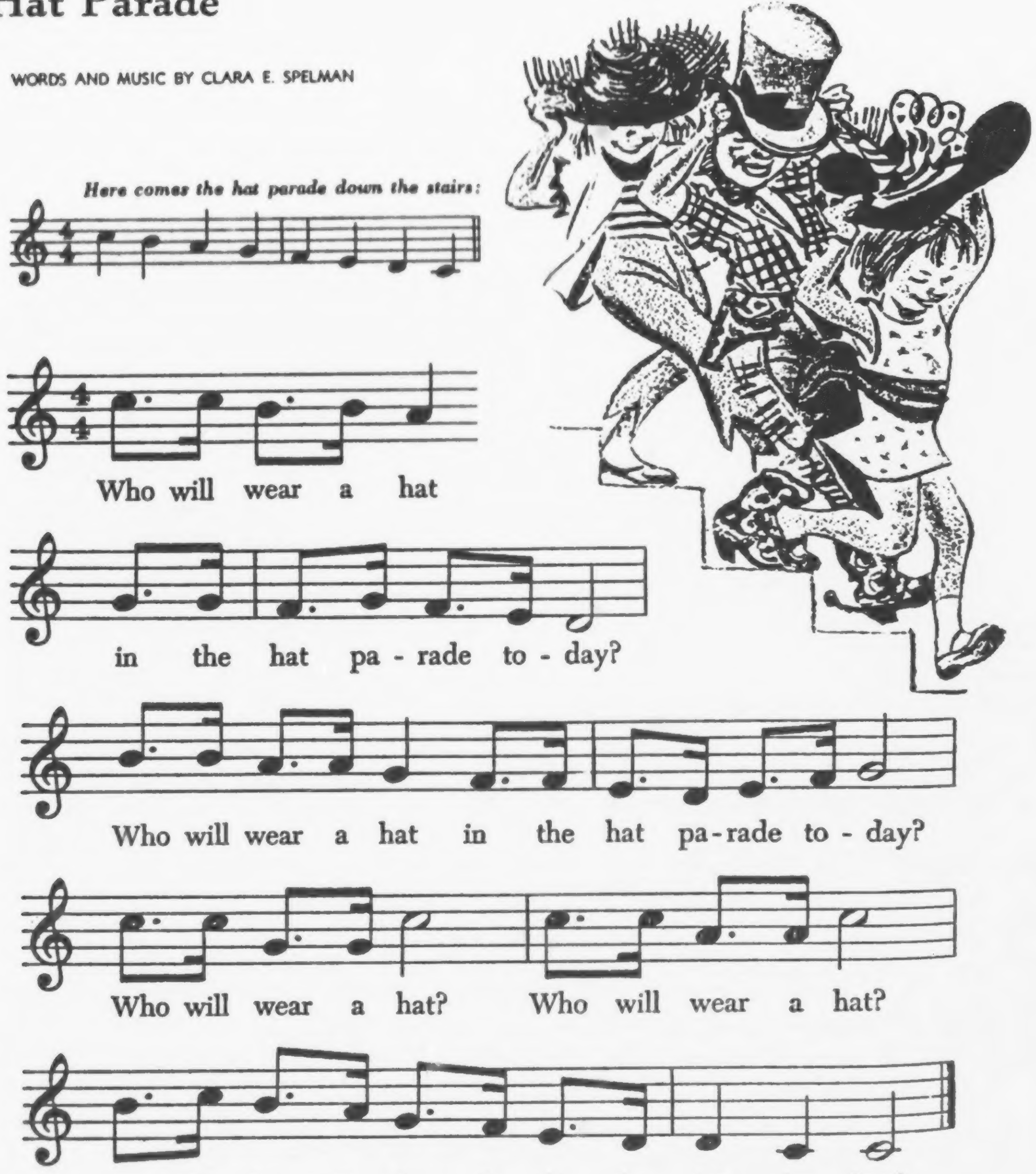
Make your picture cards 2" high.

Appendix for: Hats

Song: "Hat Parade"

Hat Parade

WORDS AND MUSIC BY CLARA E. SPELMAN


Here comes the hat parade down the stairs:
Who will wear a hat
in the hat pa - rade to - day?
Who will wear a hat in the hat pa-rade to - day?
Who will wear a hat? Who will wear a hat?
Tra, la, la, la, la, la, la, la, hi - ho - hay!

From: In Our Town Music for Living Series, Book Two, Morristown, N.J.: Silver Burdett Co., 1956), p. 60.

Song: "Hat Song"

Song: "Hat Song"
Tune: "Frere Jacques"

Teacher: Who has the large (small) hat?
Who has the large (small) hat?

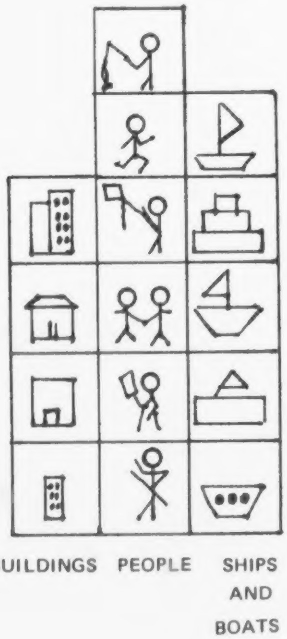
Student: I have one.
I have one.

Teacher: Put it on the (elephant).
Put it on the (elephant).

Student: Now it's done.
Now it's done.

Appendix for: Ships and Boats

Making a Mural



Poem: "Ferry-Boats"

FERRY-BOATS
by James S. Tippett

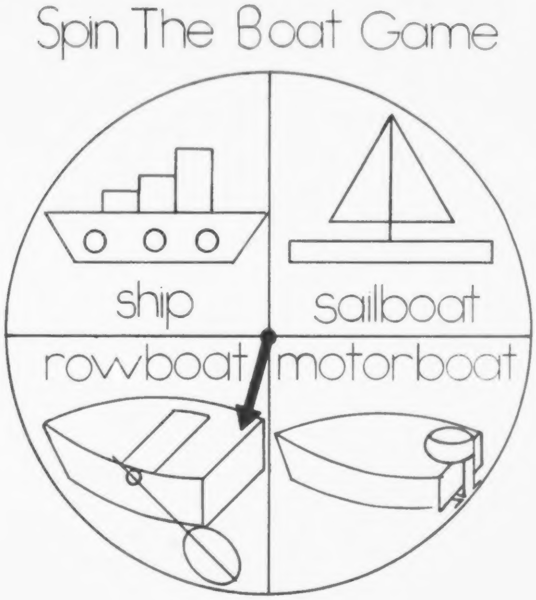
Over the river,
Over the bay,
Ferry-boats travel
Every day.

Most of the people
Crowd to the side
Just to enjoy
Their ferry-boat ride.

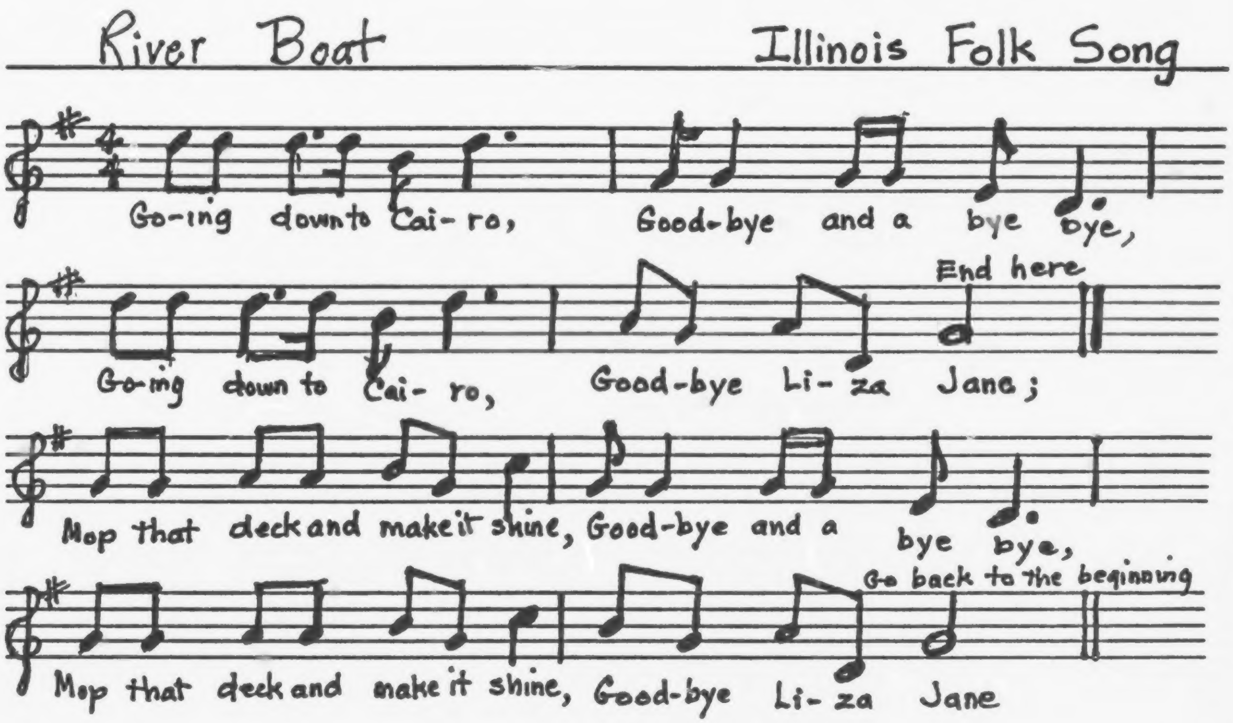
Watching the seagulls,
Laughing with friends,
I'm always sorry
When the ride ends.

From Barbara P. Geismer and Antoinette B. Sutter, eds., Very Young Verses, (Boston: Houghton Mifflin Co., 1945), p. 102.

Spin the Boat Game

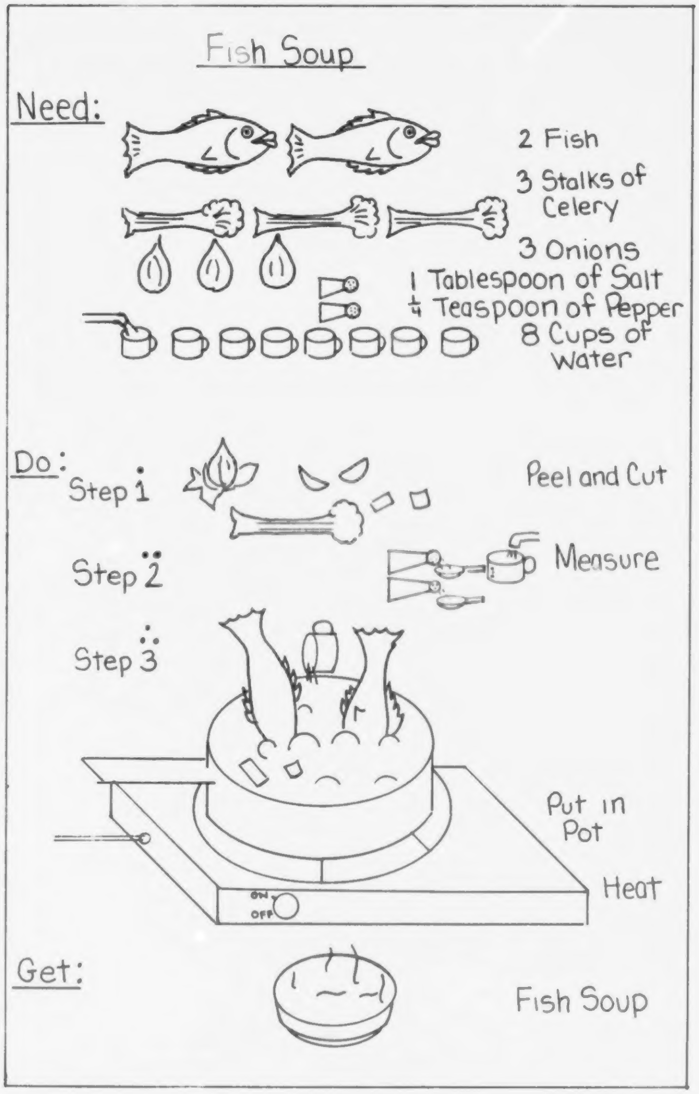

Spin The Boat Game
ship
sailboat
rowboat
motorboat

Song: "River Boat"


River Boat
Illinois Folk Song
Go-ing down to Cai-ro, Good-bye and a bye bye,
End here
Go-ing down to Cai- ro, Good-bye Li- za Jane;
Mop that deck and make it shine, Good-bye and a bye bye,
Go back to the beginning
Mop that deck and make it shine, Good-bye Li- za Jane

Recipe Chart

Example:


Fish Soup
Need:
2 Fish
3 Stalks of Celery
3 Onions
1 Tablespoon of Salt
¼ Teaspoon of Pepper
8 Cups of Water
Do:
Step 1
Peel and Cut
Step 2
Measure
Step 3
ON
OFF
Put in Pot
Heat
Get:
Fish Soup

Consistency is important on recipe charts for your children.

The headings of "Need", "Do" and "Get" can be used for all the early recipes. After several recipes have been used, the vocabulary is expanded by changing the headings to "Ingredients", "Procedure" and "Results."

Color coding each step can be helpful.

- Need - Red
- Do - Blue
- Get - Green

Using dots to represent the numerals can be helpful at the beginning for children who are unsure of number symbols.

Song: "The Sails on the Boat"

Song: "The Sails On the Boat"
Tune: "The Wheels of the Bus"

The sails on the boat go whoosh, whoosh, whoosh
whoosh, whoosh, whoosh
whoosh, whoosh, whoosh
The sails on the boat go whoosh, whoosh, whoosh
Over the deep blue sea.
The motor on the boat goes putt, putt, putt
putt, putt, putt
putt, putt, putt
The motor on the boat goes putt, putt, putt
Over the deep blue sea.
The oars on the rowboat go row, row, row,
etc.
The engine on the ship goes rrum, rrum, rrum
etc.

Suggested Themes of Study

Supermarket Shopping
Fruits
Neighborhood Helpers
Pets in School and Home
Toys
Wheels/Transportation
Water/Wind/Sun/Earth
Family
Shadows
Classroom Garden
Sharing at Thanksgiving
How Big Is It?
Vegetables
The Circus
Keeping Healthy and Safe
Nursery Rhymes
What I Want to Be
Weather
Feelings and Emotions
Homes
Growing Things
Citizenship
How Does It Feel?
Growing Up
Sleeping
Stores (Valentine Shop)
Refrigerators
Things (in, under, on top of houses and apartments)
Clothing
Signs & Signals
Rules
Seasonal Changes
Dinosaurs
Under the Water
Maps
In the Air
Cooking
Things that Fly
Things that Crawl
Conservation of the Earth's Resources
Balloons
Zoo Animals
At the Circus
Learning through the Senses
Plants
How People Celebrate Holidays
Weather
Values Education; Being Kind
Grandparents
People in Our School, e.g., the Principal, Custodian
Measurement
Away from Home: Vacations & Visits
Friends
Book Publishing
Our Bodies and How They Work
A Classroom Museum Of...

Section 8
Assessment

Assessment

Assessment begins, informally, on the first day of school. The teacher's eyes and ears quickly catch helpful clues about the children from their social demeanor, use of language, physical bearing and styles of coping with the unfamiliar environment of the Kindergarten.

The teacher will want to devise some form of record-keeping system in which to write these early impressions. It is important to establish assessment procedures that the teacher can use consistently and conveniently.

Whatever record-keeping system the teacher establishes should hold the ongoing collection of data culled by the teacher and/or other teaching adults from a variety of sources including:

- informal interactions with children
- spontaneous and planned observations
- conferences
- instructional activities

Dating each note adds necessary meaning; e.g. the value of the following note is largely determined by the date.

6/13: Jamara can write his first name now!

The date of the note determines its curricular implications.

Note-taking requires thought. Avoiding judgmental words and using aptly descriptive language contribute to the lasting value of the record, e.g.:

2/25: Robert gets frustrated very quickly.

compared to

2/25: Robert did not order the number cards 1-5; grabbed them, wrinkled them, threw them on the floor.

The following are a list of some record-keeping methods that have worked well for teachers:

Index Cards (pocketed or kept handy)

. The teacher jots date, name and note, and files later.

Betty Jones

12/3 Betty engaged in conversation in the housekeeping area with Joan.
1/25 Betty participated for the first time in Show and Tell.

Loose-Leaf Notebook

- A page for each child, alphabetized, to be opened quickly for dated, hasty notes of importance.

Ramos, Jose

Oct. 2	joined morning discussion group
Nov. 17	invited John to assist him in building a city in the block corner
Dec. 20	initiated a game in outdoor play

List of Children's Names (may be rexographed)

- A list of all children's names, with a line beside each name for notes; date on page serves for all notes.

Activity Records

- A method of recording children's choices of interest area activity.

Child ____________________
Week of __________________

Mon. _____________________
Tues. _____________________
Wed. _____________________
Thurs. ____________________
Fri. ______________________

Or

Area: Date:

Children present:

Comments:

Individual Work Samples

- Samples of the children's work, collected regularly, dated and filed, provide a very valuable segment of the assessment data. The work samples are the evidence of the child's interests, abilities, and efforts in the realms of painting, crayoning, drawing, cutting, folding, pasting and two-dimensional arrangements.

- Along with their value as assessment data, individual work samples expand the meaning of conferences with parents, offering visual evidence along with the teacher's verbal description and analyses of their child as a learner.

Photographs

- Pictures provide a visual support to written descriptions. They supply a record of children's work expressed in clay, blocks, or dramatic play. Photographs record activities in which children have participated, such as trips, group music-making, parades, or parties.

Tapes

- Tape recordings of individual children's spoken language are another worthwhile form of assessment data. Even if only with a few children, recordings taken at the beginning, the middle, and the end of the year can offer fascinating insights into the five-year-old's development of language.

Interviews

- Interviews with individual children provide quick information, as well as extending observations made by adults in the classroom. Some questions which might be asked include:

  - What is your favorite television show?
  - Do you have a favorite story? What is it?
  - What do you like to do best in school?
  - What is your favorite thing to do when you're not in school?
  - What makes you happy?
  - What makes you sad?

- When children are interviewed, it is important to keep the tone conversational. The teacher can build upon this information by planning classroom activities related to children's preferences, and by finding ways of including a child who was not chosen by the other children for a group activity.

Questionnaire

- Children have a variety of experiences outside of school. The questionnaire assists the teacher in finding out more about these experiences. The questionnaire may be filled out at a parents' meeting or at an individual Parent-Teacher Conference.

- Child's name ______________________
- Wake-up time ____________ o'clock
- Bedtime ____________ o'clock
- After school child goes to:
  School _________ Playgroup _________ Sitter _________ Home _________
- Family activities _______________________
- Favorite foods __________________________
- Favorite stories ________________________
- Favorite toys ___________________________
- Pets at home ____________________________
- Spends leisure time doing ___________________________
- Allergies/medical needs, if any _____________________
- Information which might help your child at school ____________________

____

____

____

___________ Date

____________________________________ Parent Signature

Parent Contacts and Conferences

- Records of parent conferences and reports to parents provide additional information for the staff, as well as an ongoing record of home/school relations. Notations of parent visits to the classroom, attendance at meetings and workshops, home visits, telephone calls, and volunteer work in the school or classroom enrich the data. Interviews with parents about children's favorite television programs, toys, foods, and interests supply additional information to be included in class records.

Formal Assessment Instruments and Checklists

Formal assessment instruments are helpful in indicating the children's mastery of specific competencies and requirements. This data is indispensable to the program-planning process, guiding the teacher directly to plans and procedures that are interesting, relevant and appropriate to Kindergarten students. Recorded at regular intervals, checklist-type assessment instruments provide valuable records of children's growth through the Kindergarten year.

Conclusion

Observations, recordings and collections are the teacher's tools and techniques of assessment. Ongoing assessment enables the teacher to "know" each child and to plan a program that is built on the interests, strengths and needs of every child.

Sample checklists follow.

Assessment Checklists

CHILD ASSESSMENT REPORT

This checklist presents in outline form the major aspects of the developmental process which influences the overall functioning of children between the ages of 4 to 6. A checklist can be a useful guide to observation if the following considerations are kept in mind.

1. A checklist is a reference tool - Not all children present fully mature development in all areas at a given age.

   Each item requires observation and judgment. Items are not presented as achievement norms but rather as observable behaviors which give us clues as to what support children need.

2. A checklist can be used in a variety of ways

   To study a child with greater specificity.

   To study a child in cooperation with a colleague or resource person.

   To study a child in cooperation with parents.

3. A checklist is limited - Many complex responses and behaviors can be observed which you may be unable to record here. Your own list of additional items may be valuable.

4. A checklist is not static - It should be used over time. Areas of concern will require periodic re-assessment.

5. A checklist should be supplemented with other information - Checklists ask good questions. However the continuing study of children of concern to you may be strengthened by other data collection such as:

   - language samples
   - children's drawings, paintings and clay products
   - dialogue with parents
   - dialogue with the child

CHILD ASSESSMENT REPORT

Name of Student______________________________ Age__________

School______________________________ Date______________

Class__________ Teacher______________________________

I. Physical Development

	Yes	No
The child's health is adequate for regular school attendance and full participation in school activities.	___	___
The child looks well cared for (clean, rested, well-fed).	___	___
The child is able to take care of his or her own possessions and materials at school.	___	___
Gross motor coordination: Child can hop, skip, jump, climb with age appropriate skill.	___	___

II. Adjustment and Response to School

	Yes	No
Child's behavior is reasonably consistent from day to day, from one part of the day to another.	___	___
Child can manage transitions smoothly.	___	___
Child can attend to tasks in the classroom.	___	___
Child accepts responsibility and conforms to limits set up in the classroom.	___	___
Child works independently on tasks on his/her own initiative.	___	___
Child seems to like school in general.	___	___
Child's school behavior is different from his/her home behavior.	___	___
Child bridges gap between home and school by bringing toys, materials to show at school, and/or bringing products home.	___	___

III. Interpersonal Relationships

A. Children

	Yes	No
Child makes contact with other children, and responds to their overtures.	___	___
Child has special friends.	___	___
Peers respond to child with rejection.	___	___
Peers respond to child with acceptance.	___	___
Child is able to defend self, assert his/her rights.	___	___
Child has a sense of fairness.	___	___

B. Adults

Child demonstrates trust in teachers, including special area staff, assistants, and other authority figures.	___	___

IV. Memory, Thinking and Reasoning

Child demonstrates a general knowledge of his/her world. (examples: days of week, seasons, birthdays, teachers' names.)	___	___
Child remembers what has been taught immediately and over the long term.	___	___
Child can integrate facts and information.	___	___
Child questions information.	___	___
Child seeks new facts.	___	___
Child can express his/her thinking.	___	___
Grasp of content about the outside world expressed through actions, verbal expression, use of materials or projects.	___	___
Child attempts to solve problems in play situations.	___	___
Child attempts to solve problems in interpersonal situations.	___	___
Child attempts to solve problems with materials.	___	___

V. Interrelationships and Ideas

Child has an adequate fund of information for his/her age.	___	___
Child gets involved in "why" questions.	___	___

	Yes	No
V. Interrelationships and Ideas (continued)		
Child tries to understand cause and effect processes.	___	___
Child draws logical conclusions from information.	___	___
Child can generalize experience, abstract it, and apply ideas to other situations.	___	___
Child comprehends information presented orally.	___	___
Child comprehends information presented visually.	___	___
VI. Use of Materials		
Child indicates preference for: Unstructured media (crayon, markers, paints, clay, plasticene).	___	___
Structured media (blocks, puzzles, leg-o, manipulative objects).	___	___
Outdoor play or gym	___	___
Cooking	___	___
Dramatic Play	___	___
Individual activities	___	___
Group activities	___	___
Work with Teachers	___	___
VII. Language Skills		
A. Spoken Language		
Child demonstrates understanding of spoken language.	___	___
Child has no articulation problems.	___	___
Child expresses his/herself clearly	___	___
Child expresses his/herself haltingly.	___	___
Child expresses his/herself minimally.	___	___
Child uses correct grammar.	___	___
Speakes in sentences.	___	___
Vocabulary: limited	___	___
average	___	___
extensive	___	___
rich	___	___
precise	___	___

VII. Language Skills (continued)

A. Spoken Language (continued)

	Yes	No
Child enjoys language, learning new words, playing with words.	___	___
Child enjoys communicating with peers or adults verbally.	___	___
Content of the child's communication: Personal anecdotes.	___	___
School happenings.	___	___
Fantasies.	___	___
Information.	___	___
Child participates in class discussions: spontaneously.	___	___
Needs to be called upon.	___	___
Answers direct questions.	___	___
Shares information and ideas.	___	___
Reasons and solves problems.	___	___

VIII. Special Characteristics of Child

In what areas is the child especially strong?

What are his/her weaknesses?

Does he/she have special talents and interests?

How and when does he/she pursue them? Individually, or with others?

What are child's concerns and questions?

What personal qualities make the child the individual he/she is?

READING ASSESSMENT PROGRESS CHART

The Reading Assessment Progress Chart was developed to assess the reading progress of individual children in the Kindergarten, First, Second and Third Grades. The individual record sheet is a checklist of behaviors with squares to be marked as the teaching team observes indicators of the child's strengths. The three columns on the right hand side of the page are for recording your observations during the designated assessment periods.

Marking Procedures:

1-leave blank those items which cannot be immediately identified. ☐

2-Mark with a single line "/" to indicate beginning work in this area. ⧄

3-Mark with an "X" when behavior is easily exhibited in the child. ☒

READING ASSESSMENT PROGRESS CHART*

Child's Name:______________________________ Kindergarten Class:__________ 19__ - 19__

	KINDERGARTEN		
READING CHECKLIST	1st	2nd	3rd
1. Listens to stories with interest and pleasure.			
2. Often looks at books and pictures.			
3. Is curious; e.g. asks when, why, where, how questions.			
4. Is alert to sounds in the environment as cues; e.g. siren, spoken directions, words to songs.			
5. Uses new words when talking of class activities.			
6. Tells of own experiences, ideas and feelings.			
7. Replies and reacts to questions with understanding.			
8. Participates in speaking activities and games.			
9. Speaks coherently enough to be understood without further questioning.			
10. Seeks and/or discovers information in pictures in books.			
11. Expresses personal associations to stories and pictures.			
12. Uses class discussions, stories or experiences as part of dramatic play.			
13. Uses words to solve social problems.			
14. Takes roles in dramatic play using appropriate words and tones.			
15. Follows one-step oral directions.			
16. Follows two-step oral directions.			
17. Follows three-step oral directions, i.e. look for your name on the job chart. Figure out what your job is. Decide when you should do the job.			

*Adaptation of Individual Reading Assessment, PROJECT FOLLOW THROUGH BANK STREET COLLEGE

	KINDERGARTEN		
READING CHECKLIST	1st	2nd	3rd
18. Uses picture context as clues to insert puzzle pieces.			
19. Retells a simple story in sequence.			
20. Speculates probable next event in a sequence.			
21. Identifies, recalls, discusses strong ideas or affect of stories read to him/her.			
22. Uses new words and terms when talking of all activities.			
23. Enjoys and participates in discussion.			
24. Asks to have own stories written down by an adult.			
25. Understands left-to-right aspect of looking at words.			
26. Reads own dictated stories.			
27. Copies own dictated stories.			
28. Recognizes word bank words in other contexts.			
29. Often tries to read sight words, experience charts - labels, etc.			
30. Looks for clues when coming upon an unfamiliar word.			
31. Follows one-step written directions.			
32. Hears rhyming words.			
33. Can play games stressing initial sounds and letters.			
34. Can play games stressing final sounds and letters.			
35. Writes upper and lower case letters.			
36. Writes words when spelled by adult.			
37. Regularly uses spelling book of own words.			
38. Regularly adds to collection of reading words, i.e. "word bank."			
39. Names the letters of the alphabet and associates them with their sounds.			

READING CHECKLIST	KINDERGARTEN 1st	 2nd	 3rd
40. Recognizing the single consonant sounds and the three most common diagraphs (sh, ch, th) at the beginning and the end of words.			
41. Demonstrates awareness of consonants and digraphs with medial vowel patterns. e.g., ability to change beginnings and endings to make new words.			
42. Recognizes consonant clusters. -- bl, tr, etc.			

TEACHER COMMENTS
Accomplishments (books read, etc.) and Recommendations

Kindergarten Teacher:______________________________

KINDERGARTEN ASSESSMENT CHECKLIST

Adapted from The New York Child Development Scales*

The New York Child Development Scales deal with behaviors that can be observed by the teacher during school hours and which apply specifically to classroom situations. Items in the scales address themselves to personal independence, interpersonal relations, language and motor development. The teacher should combine results of the scales with information from other sources in order to gain knowledge and understanding of the whole child; plans for the individual child can be developed accordingly.

The New York Scales list items which have been statistically normed as characteristic of children aged three through eight years. In the adapted Kindergarten Assessment Checklist, items for age levels three through seven and eight years have been combined and listed in hierarchical order to accommodate the range of maturational levels of Kindergarten children. The individual child does not reach all the items on any one scale at the same time; the child generally exhibits behavior items scattered over several age levels. Similarly, the child may be found to be more advanced on one or more of the Scales than on the others.

Items should be checked only if the teacher, through systematic observation, has accumulated sufficient evidence to make reliable judgments.

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*The New York Child Development Scales, Board of Education of the City of New York, Bureau of Educational Research.

KINDERGARTEN CHILD ASSESSMENT CHECKLIST

Name______________________________ School__________ Borough__________ Class__________
Boy_____________ Girl_____________ Teacher____
Date of Birth______________________

SCALE A: PERSONAL INDEPENDENCE

	Date	Date	Date	Date
Unbuttons and takes off coat and jacket without assistance.				
Goes to toilet himself (herself); may need some help with clothing.				
Gives full name.				
Helps put toys away, perhaps only as game with adult.				
Occupies self with toys in playground or yard without constant supervision.				
Puts on coat and buttons it without assistance.				
Takes care of toilet needs independently.				
Replaces toys and work materials, does simple routine housekeeping tasks in classroom; may need constant encouragement and frequent reminders.				
Evaluates own behavior; probably praises self and products uncritically.				
Shows judgment of difficulty of various activities; generally undertakes those within own ability, although may need some help.				
Accepts responsibility for cleaning work place, and for replacing materials; may need encouragement.				
Assumes responsibility for bringing money for purchasing milk, crackers, etc.				
Begins to show discrimination in evaluating own performance; wants product to conform to original idea and to function crudely.				
Wants to finish what has begun, if the work is interesting and within own ability, even if it takes several days.				
Gives home address.				
Is independent in dressing, including putting on rubbers.				
Can go to school without an adult if there are no dangerous crossings.				
Carries out class routines like distributing work materials, milk, etc.				
Works independently for half hour or more on block construction, painting, etc., if given free choice of familiar activities.				
Finds in the classroom or at home pictures appropriate to the class topic of study; this is done voluntarily or by assignment.				
Shifts from one job to another according to plan without reminder.				
Begins to judge products as to levels of skill and craftsmanship.				

Begins simple concrete planning with a group under adult guidance.
Refers to books and magazines in the class collection to find very simple information, using both pictures and text.
Finds rooms anywhere in building if numbers are given.

SCALE B: INTERPERSONAL RELATIONS

Has attained consciousness of self; thinks and talks mostly in terms of I or me.
Begins to play with, rather than alongside of another child.
Begins to take turns if waiting period is short, but may frequently hit, grab, push to get what is wanted.
With adult guidance, begins to share, but may frequently cry, hit, have temper tantrums when deprived of wants.
Takes role of animals or people in dramatic play.
Plays cooperatively with another child; there is definite although not necessarily continuous interaction between them.
Seeks status in group; may do this by giving outstanding performance or by bragging or showing off.
Uses spoken requests to get what is wanted, although hitting and snatching may still be frequent.
Generally accepts an alternative for something he/she wants and cannot have.
Suggests taking turns, although may not carry through the process consistently.
Plays cooperatively with group of two to five children; interaction is not necessarily continuous.
Sustains for long period interest in dramatic play with others.
Comforts other children when they cry or have been hurt.
Shares tools and equipment voluntarily with others within organized work group.
Expresses anger; form of expression begins to be verbal rather than physical.
Plays group games with simple structure and rules, as in tag, jump rope.
Expresses anger, usually in words rather than physically.
Takes initiative in helping younger or less able children in classroom routines.
Re-enacts in detail the functions of neighborhood workers--the mail carrier, fire fighter, grocer, etc.
Notices and makes comments about the contributions and productions of other children.

Date	Date	Date	Date

	Date	Date	Date	Date
Shows loyalty to a small group of children; chooses its members for voluntary group activities.				
Adheres strictly to group-made rules of conduct for games or classroom activities; will not tolerate exceptions.				
Evaluates criticisms by other children and accepts constructive suggestions.				
Expresses common adult opinions about personalities in the news.				
Re-enacts role of adult hero or heroine in narrative sequences drawn from stories or motion pictures.				

SCALE L: LANGUAGE

Begins to talk in short sentences (three or four words).				
Keeps up a continuous monologue regarding the things he/she sees and does.				
Asks What's that? What's your name? repeats answer until he/she has added new word to his/her vocabulary.				
Relates incidents in simple terms with few details.				
Uses sentences averaging five or six words.				
Plays with sounds; makes up nonsense words and rhymed syllables.				
Uses numbers without necessarily understanding their meaning.				
Asks How? and Why? repeatedly, more to establish relationship with the adult than to obtain information.				
Talks to other children; probably does not expect a reply.				
Articulates clearly all sounds; possible exceptions th, zh, wh, triple consonants like str, sts.				
Reports in some detail events recently experienced or witnessed.				
Adapts language to role of mother, father, etc. in dramatic play.				
Recognizes and gives correct name for common colors.				
Asks questions for the definite purpose of obtaining information.				
Uses fairly accurate grammatical forms.				
Uses some compound and some complex sentences.				
Uses polysyllabic words such as elevator, apologize.				
Retells a complete story like The Three Little Pigs or Goldilocks with events in sequence.				
Adjusts his/her language to fit roles of storybook characters in unrehearsed dramatizations.				

Date	Date	Date	Date

Has mastered the mechanics of articulation.
Uses sentences with grammatical structure roughly approximating that of the adult; uses all parts of speech.
Contributes to interchange of ideas in sustained conversation.
Is aware of humorous possibilities and double meanings of words; enjoys puns.
Uses idiomatic expressions such as *raining cats and dogs.*

SCALE M: MOTOR DEVELOPMENT

Goes down stairs alone; probably with same foot leading on each step.
Climbs, swings, jumps, slides; uses playground apparatus.
Hammers peg in hole with wooden mallet.
Strings one-inch wooden beads on shoelace.
Scribbles with crayon; probably grasps crayon in fist.
Descends stairs, feet alternating; may need support of railing or adult's hand.
Runs nimbly, turns corners easily, stops readily.
Skips; may drag one foot.
Carries cup of water, three-quarters filled, without spilling.
Places large blocks to erect simple facades of houses, boats, etc.
Goes up and down stairs, feet alternating, without need for holding railing or adult's hand.
Runs, jumps, gallops, sways in time to music.
Skips, using feet alternately.
Places large blocks to make surface plans having right angles; e.g., floor plans of house.
Cuts and pastes simple forms.
Controls direction and speed of running as in games like *tag*, *squirrel in the tree*.
Throws ball overhand, shifting weight from one foot to the other.
Places blocks with precision and alignment to make complicated three-dimensional structures.
Holds pencil in fingers in adult fashion; grip may be tense.
Draws from model a true likeness of a three- or four-sided straight line figure.
Bounces and catches ball with one hand.
Executes series of controlled movements as in hopscotch, ball-bouncing routines, ball games.

Uses simple tools to make recognizable articles from cardboard, drawing paper, cloth, etc.
Ties firm knot and bow, as in shoelaces.
Writes a few simple words without model; spelling may be incorrect.
Has gross body control as in balancing and jumping from heights, climbing or performing simple stunts.
Throws a ball with fair aim.
Makes well constructed usable objects in woodwork, arts and crafts.
Shows dexterity in fine hand movements as in carving, sewing, weaving.
Shows ease in writing movements; hold on pencil is not unduly tense.

Date	Date	Date	Date

The Health and Screening Program

Some Questions and Answers

1. WHAT IS THE BASIS FOR THIS HEALTH AND SCREENING PROGRAM?

   Chapter 53 of the Laws of 1980.

2. WHAT IS A MAJOR GOAL OF THIS PROGRAM?

   To allow parents and school personnel to work together in the best interest of the growth and development of their children. In addition, this program provides the opportunity for establishing positive communication between home and school.

3. WHICH CHILDREN ARE SCREENED?

   All new entrants to the New York City public schools.

4. WHAT ARE THE REQUIREMENTS FOR KINDERGARTEN CHILDREN AND OTHER NEW ENTRANTS?

   Proof of complete physical examination. Additional screening to identify possible learning disabilities or potential for giftedness.

5. WHICH IMMUNIZATIONS ARE REQUIRED BEFORE ENTERING SCHOOL?

   Diphtheria
   Polio
   Measles
   Mumps
   Rubella

6. WHAT DOES THE ADDITIONAL SCREENING CONSIST OF?

   Assessment of the following areas of development:

   Fine motor skills
   Gross motor skills
   Receptive language
   Expressive language
   Articulation
   Cognition

7. WHO CONDUCTS THE SCREENING?

   Experienced teachers who have been specifically trained to conduct the screening.

8. ARE CHILDREN SCREENED IN THEIR PRIMARY LANGUAGES?

   Yes, whenever possible.

9. WHAT IS THE PURPOSE OF THE SCREENING?

To assess the child's overall development, and to indicate whether further evaluation is recommended.

10. ARE PARENTS KEPT INFORMED ABOUT THE SCREENING PROCESS?

Yes, in a letter describing the screening process, and in a summary of the child's performance and status of health data.

11. HOW MAY PARENTS ASSIST IN THE SCREENING PROCESS?

By contributing information which aids in early identification of special needs and abilities.

12. WHO EVALUATES THE SCREENING RESULTS WHEN FURTHER ASSESSMENT IS INDICATED?

A committee consisting of:

School principal or designee
Child's teacher
Guidance counselor
Other appropriate personnel

13. HOW DOES THE CHILD'S TEACHER UTILIZE SCREENING INFORMATION?

By recognizing that past performance frequently gives insight into present classroom response.

14. WILL THE SKILLS ASSESSED IN THE SCREENING PROCESS BE DEVELOPED IN ISOLATION?

Not at all. The teacher understands that skills integration is an important factor to consider in planning. For example, when children draw pictures and then discuss these with adults or other children, they are exhibiting fine motor skills, receptive and expressive language, articulation skills, and cognitive skills.

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Nurturing Gifted and Talented Behaviors

As described by the State Educational Department, Albany, New York, gifted and talented children are those who, by virtue of their outstanding abilities, are capable of high performance. When they have been identified by qualified professionals, they require differentiated programs and/or services beyond those normally provided by the regular school program.

These children have demonstrated a high level of performance in any or all of the following abilities or aptitudes:*

1. general intellectual ability
2. specific academic aptitude
3. creative or productive thinking
4. leadership ability
5. visual and performing arts aptitude
6. psychomotor ability

Early identification of young gifted children allows for programming that provides challenge and enables these children to develop their potential. Community school districts in New York City have developed their own procedures for identifying young gifted and talented children. These procedures may include a test battery, case studies, parent and/or teacher nominations, and observations.

As educators of young children, however, we must recognize that identification is not absolute. Identification has been based on predictions of potential as well as current achievement. Different traits and abilities show up at different times. Thus, the teacher becomes an enabler, providing opportunities which develop and encourage gifted behavior. It is important to identify and nurture a broad range of abilities in young children and thereby perform an important role in the ongoing identification of gifted children.

Early childhood checklists of characteristics enable the Kindergarten teacher to become involved with the identification of gifted children. These checklists suggest areas which many researchers agree are characteristic of the gifted child.

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* Adapted from, S.P. Marland, Education of the Gifted and Talented, Report to the Congress of the United States by the United States Commissioner of Education and Background Paper Submitted to the United States Office of Education (Washington, DC: United States Government Printing Office, 1972).

Teachers may utilize the following checklist in observing and identifying gifted children:

KINDERGARTEN CHECKLIST*

1. County ____________________
2. District ____________________
3. School ____________________
4. Teacher ____________________

When compared with other children in the Kindergarten, which of your pupils possess, to a marked degree, some of the following characteristics? Be particularly observant of the youngest children in the class. Do not exclude any child because of a speech defect.

1. Has unusually good vocabulary
2. Has ideas which are often very original in one or more areas (e.g., block play, free activities, art, rhythms, sharing)
3. Is alert, keenly observant; responds quickly
4. Has an unusually good memory
5. Has a long attention span
6. Recognizes, on own, some words in books on the browsing table
7. Uses longer sentences
8. Reasons things out; thinks clearly, recognizes relationships, comprehends meanings
9. Is curious about many activities and places outside immediate environment and/or experience
10. Is a leader in several kinds of activities. Is able to influence others to work toward desirable goals
11. Has outstanding talent in special area(s) such as art, music, rhythms, dramatics (Indicate area(s) of talent.)

____

____

If you have any pupils who exhibit at least three of the above characteristics, please list their names below. Following each name, list the number of all characteristics that fit the pupil:

	Pupil's Name	Characteristics (Indicate by number)
1.	____________________	____________________
2.	____________________	____________________

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* Form developed by Corabelle Clark and Eleanor Dyer, Compton; Lyman Peterson, Paramount; Marguet Lund, Manhattan Beach; Beatrice Lantz, Division of Research and Guidance, Office of Los Angeles County, Superintendent of Schools.

The developmental definition of gifted behaviors creates new possiblities for children and teachers. For the young child, it implies an expansion of opportunities for recognition and inclusion. For the Kindergarten teacher, it allows the planning of enriched experiences, as well as ongoing observation of participating children. It requires acceptance of different kinds of strengths, and the personalized nurturing that encourages children to demonstrate and share their abilities with friends, family and community.

In order to implement this approach to developing the young gifted child, a differentiated curriculum should be designed to include the processes of inquiry, creative and productive thinking, aesthetic experiences, and problem solving. This curriculum is one that explores in depth, extends in time, expands in context, and varies in structure, the regular curriculum.

Many community school districts have district-wide curriculum practices for homogeneous gifted and talented classes. District personnel can be of assistance to those teachers.

Reaching The Gifted, Grades K-6 provides lesson plans for the gifted in either a homogeneous or heterogeneous setting. The guide provides activities to stimulate higher-level thinking skills, as detailed by Benjamin Bloom[2]: analysis, synthesis, and evaluation. It is stressed that children require knowledge and adequate comprehension in order to engage in higher levels of thinking. Frank William's model[3] for curriculum instruction is used to label those experiences which stimulate creativity, divergent and fluid thinking. Reaching the Gifted is a valuable resource for the All-Day Kindergarten teacher of gifted children.

Planning for individual children and conducting ongoing assessment are reflected in curriculum which meets the "exceptional" needs of each child.

[1] Office of Curriculum Development and Support, Division of Curriculum and Instruction, Reaching The Gifted, Grades K-6 (Brooklyn, NY: Board of Education of the City of New York, 1983).

[2] Benjamin Bloom, The Taxonomy of Educational Objectives - Cognitive Domain (New York: David McKay, 1956). Cited in Reaching The Gifted.

[3] Frank E. Williams, A Total Creativity Program For Individualizing and Humanizing the Learning Process (Buffalo, New York: D.O.K. Publishers, Inc., 1980). Cited in Reaching the Gifted.

Citywide Gifted Programs Framework

The Citywide Gifted Programs Framework reflects a major effort by the Division of Curriculum and Instruction of the New York City Board of Education to develop an instructional design which recognizes that there are potentially gifted students in every public school. The framework design encourages the development of a total program which modifies the regular curriculum to address individual needs in the classroom while organizing out-of-class enrichment experiences and opportunities for individual pursuits. The aim is to develop qualitative differentiated programs which focus on self-directed advanced level learning; and critical, creative and productive thinking strategies in a variety of academic and creative endeavors.

The Citywide Gifted Framework adheres to the philosophy of the Enrichment Triad Model[1]. The Enrichment Triad Model is structured into three components of enrichment activities which are as follows:

Type I Enrichment Activities

Type I Enrichment Activities consist of activities designed to bring the young learner in touch with a topic, area of interest, and first-hand learning experiences. Through Type I exposures, children have the opportunity to learn about new topics and ideas which lead to further study and investigation.

In order to increase opportunities for student exposure to enriching experiences, the Cultural Institution NETWORK has been developed as a component of the Citywide Gifted Programs Framework. The Cultural Institution NETWORK facilitates exposure to the educational opportunities offered by the numerous programs, resources, and services of cultural institutions and organizations in New York City.

Type II Enrichment Activities

Type II Enrichment Activities are those instructional techniques, materials and methods which engage the young learner into higher-level thinking and processing skills. These processes include skills such as problem solving, critical and analytical thinking, divergent thinking and creative thinking. Type II Enrichment allows young learners to expand and develop their thinking processes to the highest level.

The Talents Unlimited program is an example of a Type II Activity. The Talents Unlimited activities encompass such skills as divergent thinking, brainstorming, and critical, creative and analytic processes. Talents Unlimited activities afford *every* child in the classroom the opportunity to develop and apply higher-level thinking skills within the academic curriculum.

The program progresses through five talent areas in the course of the school year. *Productive Thinking*, *Communication*, *Forecasting*, *Decision Making* and *Planning*.

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[1] Joseph Renzulli the *Schoolwide Enrichment Model* Creative Learning Press.

The Talents Unlimited philosophy stresses acceptance of individual differences and divergent thinking. Non-judgemental and supportive settings foster group interaction and more confident productive and enthusiastic participation. Talents Unlimited provides a setting in which children cannot fail.

Type III Enrichment Activities

Type III Enrichment Activities provide children with the opportunity to utilize and expand the knowledge and experience gained in Type I and Type II activities. Utilizing their new found knowledge, children can investigate, research and develop a problem or topic using appropriate methods of inquiry. Type III activities engage children in individual or small group projects where children become the authors and originators of new ideas, products and activities.

In order to nurture gifted behaviors in young children the classroom teacher must create a learning center approach in order to encourage children to be self-directed learners and creative producers.

The classroom teacher needs to:

- create an environment within the regular classroom in which children may pursue independent interest-related study (Type III activities).
- provide children with appropriate resources and materials to introduce and reinforce the learning-how-to-learn skills necessary for independent investigations.
- provide time within the school day for children to work in an Independent Learning Center.
- provide children with support and positive reinforcement as they engage in independent investigations.
- assist children in an evaluation of process and product.

Through the Citywide Gifted Programs Framework and the utilization of the Enrichment Triad Model, community school districts can identify student potential and organize the differentiation of experiences for nurturing gifted behaviors for all children.

Children with Special Needs

A supportive and stimulating Kindergarten classroom enables children with special needs to explore, create and learn. The varied experiences of a Kindergarten program provide children with alternate ways of functioning, which promote growth and development.

The Kindergarten teacher is sensitive to children with:

- special health problems
- difficulties in adjusting emotionally
- physical disabilities
- language processing difficulties
- learning problems

While providing support for youngsters with special needs, the Kindergarten teacher is aware that their greatest need is to be treated first as children. A child may demonstrate difficulties in one performance area while demonstrating abilities in another. For example, the child with a physical disability may be able to communicate well and enjoy playing with peers. The teacher understands that a child's development may be uneven.

BEGIN WITH OBSERVATION

Observation is a valuable teaching tool for assessment and planning--to identify specific areas of difficulty and strength and devise instructional strategies to facilitate the child's growth in these areas. In the process of observing how a child with special needs interacts with the environment, the teacher can ascertain and assess:

- the child's abilities and areas of difficulty.
- the child's interests.
- the child's own learning rate.
- the way in which the child approaches learning--the child's preferred modality.
- what the child requires to engage in learning.
- how the child interacts with peers and adults and how the demands of the school environment affect the child.
- how the child functions physically in terms of health, vitality and sensory and motor development.

The purpose of observing a child with special needs is:

- to become better acquainted with the child's present level of performance in developmental areas.
- to identify the frequency, duration, and magnitude of specific behaviors.

Finding the time for individual assessment while continuing the scheduled activities of the classroom may at first appear to be an overwhelming task. With careful planning, a selection of appropriate early childhood materials and activities can provide opportunities for relaxed, non-threatening individual assessment.

In observing a child the teacher may find it helpful to consider the following step-by-step approach:

- Focus on one specific area of development.
- Select a daily classroom activity for the observation.
- List some of the skills involved in the activity (see sample below).
- Make notes on a checklist.
- Use the checklist if there's not enough time to write a description of the child's behavior. You may even decide to use both the checklist and the running record.

One suggested method of recording evaluation data is to use assessment observation charts such as the ones that follow:

Child's name: Jamil D.O.B.: 7/10/81
Date of Observation: 10/3/86

Developmental Area	Activity	Check if you Observe Behavior	Description of Child's Behavior
fine-motor development	Clay . rolls clay into log		Jamil rolls clay with both hands, making it into a ball. Pounds ball with one hand and then the other. Flattens clay with both palms. Begins to poke at clay, one finger at a time, starting with his right hand and then the fingers of his left hand. Squeezes clay with both hands, and begins to roll clay on the table.
	. rolls clay into ball	X X	
	. flattens clay with palm		
	. pinches pieces of clay from whole		
	. squeezes clay held in palm	X	
	. pushes clay with fingertip to flatten		
	. uses cookie cutters on clay		
	. pokes clay	X	
	. pounds clay	X	

Child's name: Jamil D.O.B.: 7/10/81
Date of Observation: 10/15/86

Developmental Area	Activity	Check if you Observe Behavior	Description of Child's Behavior
cognitive development, problem solving	Puzzles		Man puzzle with 6 pieces. Jamil turns over the puzzle on the table, begins to turn over each piece. Picks up one piece. Says: "Look, face." Puts it down on the table. Picks up another piece and says "legs." Places the two legs in the correct space in the puzzle. Picks up the face piece and puts in the middle. Pushes it to the top until the piece locks in with the border. Picks up another piece and begins to do the same. Places it in the middle and moves it up and then moves it to the side. The piece does not lock in. Picks it up again, looks at teacher and says, "Teacher, teacher, help me."
	. removes puzzle pieces one at a time		
	. selects one puzzle piece from removed pieces	X	
	. removes puzzle pieces by turning over the puzzle	X	
	. manipulates puzzle piece until it can be inserted in selected spot		
	. uses shape clues to insert pieces		
	. locates and places border puzzle pieces first		
	. uses picture color cues to insert pieces	X	
	. uses trial and error	X	
	. seeks help from others	X	

Child's name: Jamil D.O.B.: 7/10/81
Date of Observation: 10/18/86

Developmental Area	Activity	Check if you Observe Behavior	Description of Child's Behavior
socio-emotional development	Dramatic Play		Jamil stacks blocks in one corner of the block area while three other children are building across from him. Gets a truck from the shelf, rolls it up to his pile of blocks, and rolls truck around the blocks. Moves truck up to the group of children. Stops to look at them and moves back to his blocks.
	. engages in isolated play		
	. engages in parallel play	X	
	. engages in cooperative play		
	. initiates interaction	X	
	. passes materials or gives toys to another		
	. takes on a follower role		
	. takes on the leader's role		

Child's name: Jamil D.O.B.: 7/10/81
Date of Observation: 10/20/86

Developmental Area	Activity	Check if you Observe Behavior	Description of Child's Behavior
gross-motor development	Outdoor Ball Game . catches rolled ball while in seated position	X	Jamil is seated in a circle, with four other children. One child rolls the ball to Jamil. He catches it by placing his whole torso and arms on the ball. He rolls the ball using both hands and looks to the side. The ball stops in the center of the circle. Two children run to get the ball. One child grabs it and runs to his place. When the ball is rolled again to Jamil, he catches it using his upper body and hugs the ball to his body. The other children yell "Jamil, Jamil, roll the ball." He keeps hugging the ball, closing his legs and feet. Others yell again for his attention. Teacher intervenes.
	. rolls ball from seated or standing position	X	
	. catches large (16") bounced or thrown ball from standing position		
	. throws ball forward using two-handed throw		
	. kicks stationary ball forward		

Child's name: Jamil D.O.B.: 7/10/81
Date of Observation: 10/30/86

Developmental Area	Activity	Check if you Observe Behavior	Description of Child's Behavior
language development	Cooking . names foods	X	Preparing a fruit salad with a group of 5 children. Jamil names apple, banana, and orange, but not the grapes. He says "purple" (for the grapes) when asked "What is this?". Unable to name utensils (spoon and knife) but showed through motions, the function of each utensil. Asked for help to peel banana "Help me, teacher help me." Asked for food items. "Give me banana." "Give me apple."
	. names utensils		
	. requests food		
	. requests help	X	
	. asks questions	X	
	. uses one-word utterance		
	. uses two- or three-word sentence		
	. makes statements		
	. answers questions with gestures/ verbally		
	. follows one-step directions	X	
	. follows two-step directions		

In addition to observing the child's needs, areas of strength and interests, the teacher may want to:

- meet with the child's parent(s).
- review the child's current health record.
- confer with the former teacher (if child attended a preschool class).
- confer with the guidance counselor.
- confer with school supervisor

SUGGESTED STRATEGIES

Proceed Developmentally

- Be realistic and flexible in your expectations of the child's development.
- Think in terms of the child's developmental age not the child's chronological age.
- Use task analysis to present activities. (Tasks may be broken down into component parts and taught in step-by-step sequence.)
- Make sure that activities are a challenge without being frustrating.

Be Sequential

- Start with what the child can do: move from the known, simple, and easy, to the more difficult and complex.
- Build complexity very gradually.
- Plan activites based on the following progression: from concrete experiences (object/motor/language)--to--representational experiences (pictures)--to--symbolic experiences (verbal and written symbols).

Use Multisensory Approaches

- Provide a variety of different activities and materials: i.e., paints, manipulative materials, clay, creative dramatics, music, block-building, movement, cooking, listening to stories.

Be Flexible

- Provide adequate time for child to participate in group activities and still complete tasks.
- Allow child to engage in a different activity than the rest of the class:
  - The child may choose to paint while group is listening to a story.
  - The child may choose to sit quietly and look at a book while other children engage in active play.
- Allow for individual rates and styles.
- Give the child space to make limited choices during the day.

Be Repetitive

- Allow the child to repeat an activity several times.
- Present a variety of activities to let a child practice a new skill.
- Repeat instructions when necessary.

Be Concrete

- Accompany verbal directions with hand gestures, body movement, objects or pictures.
- "Walk" the child through a new activity or a new routine.
- Provide a wide variety of physical activities.
- Use physical prompting when teaching a new skill: manually guide the child through the activity, gradually withdrawing the physical guidance as the child gains confidence and competence.
- Use modeling and imitation: the child attends (looks and listens) as the teacher performs the desired behavior which the child imitates.

Be Specific

- Provide a clear structure for each activity:
  - Let the child know what will be expected by setting limits.
  - Let the child know the sequence of the activity--preferably through the use of pictures.
  - Give clear cues for the child to recognize when the activity begins and when it ends, i.e.: "When you have paper and crayons, then you can begin to draw." or (using timer) "When the bell rings we will put the blocks away."

Be Consistent

- When setting a limit be clear about the consequence if the child does not stay within that limit, i.e.:

> A child spits at another child. Teacher says: "If you are angry you may tell him 'I am angry. Leave me alone.' but you may not spit at him. If you do you'll have to leave the block area and sit in your seat." The child continues to spit. The teacher then removes the child from the block area, even though the child is screaming and kicking and says "I'm sorry. I won't do it again." The teacher seats the child in a chair, and explains why the child is not going to be working in the block area that day.

Be Positive

- Develop and nurture a positive attitude in the child: "I can do," "I can learn."
- Recognize and praise small efforts.
  Reinforce responses which come close to achieving the desired behavior.
- Use preventive techniques in dealing with management problems:
  - Recognize when the child is behaving appropriately and reward immediately.
  - Verbalize what the child is doing right.
  - During an activity:
    - address child by name.
    - stand or sit next to or close to the child.
    - maintain eye contact periodically to keep child's attention on the task.
    - avoid potential "trouble situations" such as:
      - asking the child to wait for a long time.
      - requiring the child to be silent for a long time.
      - presenting abrupt changes in routines or activities.

- Use positive contingencies to set limits:
  - "When you put the blocks away then you can go to the yard."
  - "When you sit down then you can mix the cake batter."
  - "Put blocks away then go outside."
  - "First sit down then blow bubbles."

Be "Firm yet Fair"

- Give reasons for acceptable and unacceptable behaviors, i.e.: "Put a smock on before you paint so your shirt will not get paint on it."
- Explain to child the reasons behind decisions you make, i.e.: "We are playing inside today because it is raining."
- Set limits appropriate to the developmental needs of the child.

Be Precise

- Use clear language.
- Limit the amount of words in your directions.
- Be descriptive in your praise and appropriate to the situation, i.e.:
  - "You did a good job in cleaning up the art area. You washed all the brushes."
  - "You worked very hard buttoning your coat."
  - "You remembered to look at each puzzle piece as you worked."

Have Fun

- Allow the child to learn through exploring, experimenting and discovering.
- Provide many opportunities for peer modeling:
  - The child observes and then assists another child in building a tower of blocks.
  - The child and two of the child's peers set the table for snack time.
- Plan activites which encourage the child to use learned skills in a meaningful way:
  - The child participates in cooking experiences to reinforce an increasing ability to follow directions.
  - The child pours juice for the class at snack time, to improve eye-hand coordination.

MODIFY THE LEARNING ENVIRONMENT

With an understanding and a respect for the individuality of each child, the teacher plans a curriculum to enhance each child's learning. In meeting the special educational needs of these children, the teacher may have to:

- implement modifications in the learning environment.
- try alternative teaching strategies.

When modifying and adapting an activity to meet the child's special needs, the teacher incorporates what the child can do and what motivates the child to learn.

An example of how this can be done is illustrated in the following chart:

Suggested Modifications to a Daily Schedule (8:40 A.M. - 3:00 P.M.)

Arrival, Informal Conversation

Activity: Children look at books while awaiting classmates.

IF: the child gets distracted on the way to the library area and disrupts the other children's reading activity but enjoys looking at books...

THEN: provide the child with a story box (containing a selection of 4 books, which are changed periodically). The child selects reading material from the story box, available at the child's table, rather than going to the library.

Activity: Class meeting to discuss the day, weather.

IF: the child has difficulty in identifying objects, but is able to imitate...

THEN: during discussion about appropriate clothing and the weather, have the child imitate as the teacher or another child points to clothing items (on self).

Activity: Plan the day's activities.

IF: the child shows difficulty adjusting to new situations...

THEN: prepare the child for any changes that may be occurring during the day, by discussing what's going to happen and, if possible, why things will be different on this day.

Direct Instruction Activity

Activity: Sound Game--Auditory Discrimination.

IF: the child has difficulty in recalling the name of an object, but is able to identify the sound the object makes...

THEN: present four realistic pictures of objects, or the actual objects as the child listens to a sound. Child can point to the picture or object which makes that sound. Teacher names the object, child repeats the name.

Learning Centers

Activity: Children work at learning centers.

IF: the child has difficulty in making choices, but has a variety of interests...

THEN: present the child with only two choices at a time, based on the child's interests, e.g., "Do you want to work at the water table or in the block area?"

Discussion

IF: the child speaks in only one and two word phrases but seems eager to contribute to the group's discussion...

THEN: listen attentively, provide ample time for the child to speak and expand on the child's utterances.

C: "Blocks."

T: "Yes, Anna. You worked with the blocks."

C: "Fall down."

T: "You built a tower and it fell down."

C: "Mario build."

T: "Mario and you built the tower up again."

C: "Yeah, up, up."

T: "You and Mario built a tall tower."

Finger play

IF: the child engages in repetitive movements or mannerisms, but is able to sit with the group...

THEN: have the teacher or educational assistant sit next to the child and:

- verbally reward the child whenever the child is participating appropriately in the activity.
- intervene physically by guiding the child to move in the appropriate way.
- intervene verbally by signalling the child to focus on the task, e.g., "Sam put your hands on your head."

Active Play

Indoors or outdoors--circle games

IF: the child has difficulty in following simple directions but has the motor skills to participate in the activity...

THEN:

- limit the amount of words in the verbal direction, e.g., "Catch ball. Throw ball." "Hold hands and jump."

- accompany verbal message with hand or body gestures.
- place child near you for closer guidance.

Prepare for Lunch/Snack

IF: the child has difficulty with motor coordination but understands and is able to follow verbal directions...

THEN: use verbal directions to guide the child through the movements of the activity.

Quiet Time and Rest

Children look at books, listen to music.

IF: the child is easily distracted and disruptive...

THEN: select a quiet area, for the child to rest, away from the other children and from any easily accessible materials.

Music

Rhythms, Rhythm Instruments.

IF: the child has marked lack of impulse control, but shows an interest and enjoyment in music.

THEN:

- set clear limits and contingencies.
- follow-through with contingency if the child does not behave within the stated limit.
- don't overwhelm child by too much talk and an overload of materials.
- frequently praise the child's positive behavior, during the activity.

Work Period

Preparation of simple experience chart. Construction of pupil-made books.

IF: the child is easily frustrated and requires close adult supervision to carry out construction of the book...

THEN:

- allow child to engage in a related activity, i.e., independently looking at books, or drawing, until you or your educational assistant can work with the child on an individual basis.
- use task analysis to present activity in sequential steps.
- anticipate which particular step the child might find difficult to do. Then, modify the activity.

Snack Time

IF: the child has difficulty in taking turns...

THEN:

- model turn-taking behavior.
- limit waiting time.
- praise the child for waiting.

Story Time/Discussion

Discussion about story and sequence of events in story. Evaluate day's activities. Pictures illustrating the day's activities.

IF: the child has a short attention span for group discussion time, but is able to engage in independent work...

THEN: after the story is read, allow child to engage independently in a related activity, e.g., drawing pictures based on the story, working with sequence picture puzzles, pasting pictures from a magazine.

Prepare for dismissal

IF: the child lacks self-help skills, but responds well to peer interactions...

THEN: set up a rotating buddy system, where the child is assisted by a classmate in buttoning, zipping or snapping an outer garment.

Section 9
Developmental Skills

Art

Engaging in creative art is valuable for a young child's personal development; thus it is essential to provide a classroom environment that facilitates and encourages participation. For many five-year-olds, the process of creating with art media and materials is much more important than the finished product. It is therefore necessary to give each child plenty of time for individual exploration of art processes. With experience, the child will begin to combine materials or processes and comes to understand the elements of art. It is important to recognize that children come to school with varied prior experiences using art materials at home or in a group setting. Those children whose prior art experiences are limited may need additional time and opportunities to reach the stages outlined below.

CONTENT	SKILLS AND UNDERSTANDINGS
DRAWING controlled scribbles; beginning symbols; emerging recognizable forms	. improves visual discrimination. . understands that the hand can control the drawing tool (crayon, marker, chalk). . develops eye-hand coordination. . creates new forms, some of which may be preconceived. . draws simple representations of humans, objects and environments. . talks about symbols and forms created.
PAINTING exploratory manipulation of tempera paint with brushes; use of line, forms, and colors on top of one another; symbols and emerging forms represent feelings and and ideas	. continues to develop control of running paint. . begins to paint preconceived forms. . may make some forms in outline. . talks about the quality of the paint, the colors, and discovered mixtures. . develops more refined motor control. . tries different ways of manipulating the medium.
CLAY modelling clay into symbolic or recognizable forms	. models flat people with feet coming out of the head, snake-like forms, and amorphous forms which may be named (these are frequently food items like cookies or hot dogs). . begins to join clay masses in order to form symbolic representations. . may begin to use snakelike coils to outline forms. . probes clay mass with fingers and/or sticks. . socializes and shares with classmates while using clay.

CONTENT	SKILLS AND UNDERSTANDINGS
FINGERPAINTING exploring lines and forms on a slick surface, using fingers and all parts of the hand; creating monoprints from fingerpainted designs	. explores sensory experiences. . creates lines and forms on slick surface paper or table top. . creates named symbols, using one finger as a drawing tool. . can press a clean paper over a finger painted surface to "pull a print." . identifies shapes and colors.
COLLAGE AND ASSEMBLAGE (two-dimensional) assembling a variety of shapes and flat objects and then fastening them to a base of paper or cardboard	. tears or cuts paper into random sizes and shapes. . begins to cut preconceived shapes. . uses paste or glue to attach paper next to or on top of base paper. . begins to place paste on the paper or object that will be attached to a base. . arranges and pastes cut or torn paper forms into a simple representational compositions. . differnetiates "found" materials to combine with paper for collage (including items from nature, like leaves and feathers). . may add crayon or paint to pasted paper.
ASSEMBLAGE AND CONSTRUCTION (three dimensional) handling and exploring cardboard boxes, wood scraps, and other materials before arranging and fastening them to base	. explores arrangements of different forms in space and glues together small cardboard boxes, wood scraps and other "found" materials such as buttons and beads. . discovers alternative ways of attaching materials, (i.e., tape and stapler). . makes decisions on how to decorate constructions with paint, markers, colored paper, yarn, fabric, natural materials.
PRINTMAKING creating printed images of familiar objects or drawings using objects, potato halves or styrofoam trays	. applies paint to sponges and other "found" items and makes prints of the items on paper or cardboard. . begins to create drawings/designs on potato halves or styrofoam trays for printing. . applies paint or ink and makes prints. . observes process of printing; reverse image.

CONTENT	SKILLS AND UNDERSTANDINGS
SIMPLE CRAFTS	. explores new materials and discover their attributes. . follows steps in new techniques and processes. . creates objects for decoration/ use/gifts. . recognizes the value of creating useful objects. . begins to develop an appreciation of crafts as an art. . develops an understanding of the joy of giving to others.
Woodwork emerging representation of real objects using soft lumber, large nails, C clamps and/or vise, sturdy adult tools (claw hammer, cross cut hand saw, drill), assorted sandpaper	. with careful supervison child pounds nails, cuts soft lumber (pine), nails and glues together simple play and gift items. . discovers attributes of wood, sand-paper, nails. . begins to discover science concepts (lever, friction). . begins to discover concepts of balance, open spaces and three-dimensional art.
Puppets/Masks assembling the following materials for real and imaginary characterization: tongue depressors, sticks, cardboard tubes, boxes, paper bags, plates, fabric and trimming scraps, beads, buttons	. cuts out original drawings and paintings and attachs them to sticks. . creates figures from a variety of found objects. . chooses from a variety of materials, making decisions for decorating puppets and masks. . incorporates creations in dramatic play and creative drama improvizations.
Stitchery/Weaving exploring the interlacing of fibers with a base or warp using a variety materials including paper strips, yarn, string, open-weave fabrics, mesh, punched paper, found objects such as tree twigs, berry baskets, cardboard boxes and plates	. begins to recognize that interlacing materials can be used in a variety of ways. . improves fine muscle control and eye/hand coordination. . begins to control materials to create designs.

CONTENT	SKILLS AND UNDERSTANDINGS
Casting plaster of paris, wax paper, waxed boxes, plastic forms, clear nail polish or shellac	. mixes plaster of paris with water with adult assistance. . pours plaster into free-form blobs or into molds. . observes how plaster takes on the quality of the mold. . smooths and decorates three-dimensional cast form after removal from mold. . begins to control the casting process to create jewelry, paperweights, decorative objects. . paints or decorates cast form to enhance the object. . uses finished object for personal adornment or as gift.

Communication Arts

Current research in the communication arts indicates that the developmental approach is a valuable paradigm for teaching young children. This "whole language" process is dependent upon children's learning styles, rates of growth, educational experiences, and maturational levels.

Teachers may employ various techniques in utilizing this approach. Skills or concepts may be introduced to the whole class in the form of a Direct Instructional Activity. Reinforcement and follow-up may be planned for large groups, small groups, or individuals, depending upon children's instructional needs.

For some children, it may be appropriate to introduce activities involving sounds and letters. Careful, ongoing observation will indicate to teachers which children these are and what planning will be necessary to individualize their learning.

Opportunities to develop and enhance comprehension skills, as part of the child's overall literacy development, should be presented every day. Early experiences that include books and printed matter are crucial to the emergence of concepts and attitudes, as well as skills. Children need to see and hear many stories and poems. They need to engage in conversations, discussions and dialogues. By participating in informal writing activities, they discover that print has function and meaning. Children use their growing repertoire of words purposefully and in many contexts. All of these opportunities for language become a natural part of the classroom environment. Children will sense the interrelationship of listening, speaking, reading, writing--a holistic view.

As in all other curriculum areas, the communication arts are presented to Kindergarten children through a series of integrated multi-sensory experiences. The theme section of this guide suggests a variety of such activities. In Fall: A Seasonal Change the children translate visual images into oral language as they examine leaf characteristics through magnifiers. They communicate their own thoughts, and use auditory comprehension skills while listening to other children's descriptions.

Children learn through varied and repeated activities. The cognizant teacher plans activities and experiences that are appropriate for different kinds of learning modes, and that provide multiple opportunities to develop skills and concepts in the communication arts. In our Kindergarten classrooms, teachers and children will be the inventors and creators of that rich, exciting environment which encourages and enhances learning!

CONTENT — SKILLS AND UNDERSTANDINGS

LISTENING

Auditory Skills (Perception, Discrimination, Memory)

. identifies common sounds in the environment.
. distinguishes between sounds.
. distinguishes sound characteristics; volume, pitch.
. recalls a sound or sequences of sounds.
. identifies first and last sound in a sequence.
. distinguishes between words.
. identifies and supplies rhyming words.
. distinguishes between beginning sounds in words.

Auditory Comprehension

. follows simple oral directions.
. recalls two seqentially related directions.
. recalls a series of consecutive directions.
. understands story content:
  - recalling details.
  - recalling sequence.
  - making inferences.
  - understanding cause and effect.
  - predicting outcomes.
  - retelling a story.
. understands spoken information.

Attitudes and Behaviors

. listens to others without interrupting.
. shows interest in the ideas of others.
. chooses tapes and records as a listening activity.
. increases span of attention.

SPEAKING

Speaking Skills

. participates in group recitations of poems, games, songs.
. asks questions.
. reports informally.
. expresses opinions.
. engages in group discussions.
. learns and uses new spoken vocabulary.
. discusses pictured objects.
. expresses feelings and thoughts in words, phrases or sentences.
. explains feelings of story characters.
. retells familiar stories in sequence.
. interviews people.
. tells how an activity will be conducted.
. explains why a course of action will be carried out.

CONTENT — SKILLS AND UNDERSTANDINGS

SPEAKING (continued)

Attitudes and Behaviors

. takes pleasure in the exchange of ideas.
. enjoys the sharing of original stories, songs, poems.
. takes pleasure in learning and using new words.
. converses informally with classmates and adults.
. volunteers to talk about personal experiences.
. shows interest in listener's reactions.
. uses expressions such as "excuse me", "please", "thank you".
. responds to greetings.

READING

Visual Skills (Perception, Discrimination, Memory)

. identifies pantomimed actions.
. recognizes size relationships.
. identifies/distinguishes colors.
. identifies/compares shapes.
. matches objects.
. matches shapes/forms.
. matches pictures.
. matches and distinguishes letters.
. distinguishes left and right.
. distinguishes figure from background.
. locates a picture on a page.
. notices details in pictures.
. continues a simple pattern.
. recalls a missing object in a group.
. identifies upper and lower-case letters.

Sight Word/Vocabulary Development

. is aware of print in environment.
  - uses name labels.
  - uses information charts.
  - dictates stories for experience charts.
  - observes labeling by teacher of objects in the room.
  - observes labeling by other children.
. makes picture word associations.
. recognizes familiar words and names, i.e., exit, stop.
. uses context for unfamiliar words.

CONTENT

SKILLS AND UNDERSTANDINGS

READING (continued)

Beginning Reading Comprehension

. looks at books.
. participates in group dictation activities.
. participates in individual dictation.
. interprets pictures.
. describes objects, people, situations.
. supplies words in context.
. classifies information.
. makes picture/word associations.
. participates in oral narratives.
  - retells an experience in sequence.
  - participates in meaningful dialogues.
. identifies details in a story.
. follows simple written directions.

Phonetic Analysis

. identifies letters.
. matches capital and lower case letters.
. discriminates between similar words.
. uses rhyming words in songs and poems.
. makes sound/symbol correspondence.
. identifies consonants.

Study Skills

. identifies parts of a book, e.g., title, author, table of contents.
. locates parts and pages of a book.
. uses parts of a book.

Attitudes and Behaviors

. practices reading-like behavior.
. enjoys good literature and poetry.
. demonstrates interest by exhibiting good listening habits.
. reacts with pleasure to visual stimuli.
. reads and responds to books with interest and joy.
. asks for specific books to be read again.

CONTENT

SKILLS AND UNDERSTANDINGS

WRITING

Fine Motor Skills

- puts together simple puzzles.
- fingerpaints designs, pictures, shapes.
- strings beads.
- uses clay.
- pastes pictures/shapes to background sheet.
- pours liquids, e.g., juice, paint.
- colors simple pictures/shapes within lines.
- holds and uses crayons.
- holds and uses pencils.
- uses wide, then narrower, paint brushes.
- manipulates scissors and cutting.
- folds paper.
- water paints at chalkboard.
- traces lines and shapes in the air, on the chalkboard, on paper.
- copies lines and shapes.
- traces names, letters, words.
- copies names, letters, words.

Beginning Writing

- associates oral language with print.
- invents symbols to carry messages.
- uses different writing materials.
- experiments with letter shapes.
- writes letters and words.
- uses invented spelling to write new words.
- establishes line-to-line progression.
- uses spaces between words.
- writes sentences.
- uses appropriate punctuation.
- writes own stories.

Attitudes and Behaviors

- practices writing-like behaviors.
- shows pride in growing mastery.
- takes pleasure in writing original stories, poems, songs.
- enjoys reading written work to others.
- chooses writing as a preferred activity.

Health Education

The basic foundation for a healthy, productive, and fulfilling life is formed during early childhood. The habits, attitudes, and health concepts children learn should lead them to make responsible decisions as they face the myriad of choices they will confront in our society.

Promoting good health is one of the major objectives of education and is essential to the achievement of all other objectives. Health education supplements and reinforces efforts at home and in the community. School health personnel and teachers should work closely with parents--helping them understand the significance of health problems and the purpose of education for health, as well as helping them find and utilize available community resources.

Health education permeates the Kindergarten classroom. While the content areas are separated below, the material presented to the children is integrated into the ongoing experiences of the class. For example, the understanding that some foods are appropriate for healthy snacks may be incorporated into a cooking/science activity.

CONTENT	UNDERSTANDINGS
CLEANLINESS AND PERSONAL HEALTH	. Doctors and nurses help keep us well by giving examinations and immunizations.
	. Symptoms of illness should be reported to one's parent or teacher immediately.
	. Raw fruits and vegetables should be washed before eating.
	. Hands should be washed before eating and cooking, and after toileting.
	. It is important to take a bath or shower every day.
GROWTH AND DEVELOPMENT	. Our bodies are made of many parts.
	. Each of our senses provides us with special information.
	. There are growth changes in our bodies (height and weight) throughout the year.

CONTENT	UNDERSTANDINGS
MENTAL/EMOTIONAL HEALTH	. Each person is important. . People are alike, yet everyone is an individual. . People have different talents and abilities. . Being me is great. . There are certain behaviors that are acceptable and others that are not acceptable.
DENTAL HEALTH	. Dentists help us take care of our teeth. . We should go to the dentist at least once a year. . Whenever possible, teeth should be brushed after eating. There is a proper way to brush teeth. . Our first teeth will fall out. Then, second teeth will come in. . Certain foods, such as milk and raw fruit, keep our teeth healthy.
NUTRITION	. It is important to try different kinds of food. . There are many foods that help keep the body healthy and energized. . Eating a healthy breakfast every day helps us to work and play. . We can learn to prepare healthy snacks and other foods. Certain foods are appropriate for healthy snacks.

CONTENT	UNDERSTANDINGS
SAFETY AND FIRST AID	. All accidents should be promptly reported to an adult.
	. There are ways to obtain help in an emergency.
	. It is important to know safety rules in the classroom and in the playground.
	. We can help make rules.
	. Procedures for fire drills are important and must be obeyed.
	. Sharp instruments like pencils and scissors should be carried carefully, point down and enclosed in fist, to prevent accidents.
	. It is important to obey traffic signals. The police officer or school crossing guard directs traffic to help children cross the street safely.
EXERCISE, REST, AND SLEEP	. Rest helps the body build new energy.
	. Getting enough sleep is important.
	. Exercise helps the body to grow strong.
DISEASE PREVENTION AND CONTROL	. Coughs and sneezes should be covered.
	. We should stay at home when we are sick.
	. Explaining how we feel helps adults to identify certain illnesses.
	. There are some things that should not be shared, such as eating utensils, tissues, hats.
CONSUMER HEALTH	. Children can identify healthy foods that they eat on television and in supermarkets.

CONTENT	UNDERSTANDINGS
DRUG USE AND ABUSE	. Medicine can make you better when you are sick. Medicine should be taken only when the doctor prescribes it.
	. The use of unknown substances can be harmful.
	. We should not accept anything to eat or drink from strangers.
FAMILY LIVING INCLUDING SEX EDUCATION*	. Curiosity about self and others is natural.
	. Animals and children have families.
	. Family members help to take care of each other.
	. Families show their love for each other in various ways.

*This content area is for those districts which have opted to implement the Family Living Including Sex Education curriculum.

Mathematics

Mathematics in Kindergarten encompasses all of the following major strands:

- number concepts
- addition and subtraction with whole numbers
- fraction concepts (half)
- simple graphs and basic probability concepts
- geometry
- measurement
- problem solving (questioning language, one-to-one correspondence)

Children should be given the opportunity to explore and discover properties and relationships through well-designed activities with real materials. Manipulative materials should be used to foster understanding of mathematical concepts throughout the year, allowing time for children to develop a concrete understanding of each concept before making the transition to symbols.

Opportunities for introducing an awareness of mathematical concepts will come from various activities using concrete materials such as sand, water, hats, cookies, and blocks. Teachers must use judgment to select or design activities appropriate to the level and rate of growth of each child's understanding.

Awareness and a beginning level of understanding mathematical concepts is the goal of the Kindergarten mathematics program. Many of the concepts introduced in Kindergarten may be less than fully internalized at this age; they will all be reinforced in later grades.

The teacher should be aware that the level of a child's skill development and the mastery of mathematical language may not be the same. Both types of learning should be continually encouraged and assessed. Language use will be reinforced through modeling and dialogue.

Children should be encouraged to create their own problems and questions for exploration.

The following are the mathematical concepts that are introduced in Kindergarten:

CONTENT	SKILLS AND UNDERSTANDINGS
IDENTIFICATION OF NUMBERS AROUND US	. identifies number names in the environment: - home: numbers on the clock, TV channel selector - classroom: hook numbers in the classroom closet - school: room numbers in the hall, numbers on school buses, seat numbers in the auditorium, numbers in the lunchroom - neighborhood: numbers on street signs, on buses, address numbers on doorways, numbers on subway trains

CONTENT	SKILLS AND UNDERSTANDINGS
MORE IDENTIFICATION OF NUMBERS AROUND US	. identifies personal data; e.g.: - age - birthday - address - apartment number, floor - telephone number
SPATIAL RELATIONSHIPS	. distinguishes between in front of and in back of. . distinguishes between up and down. . distinguishes between above and below. . distinguishes between on and off. . distinguishes between over and under.
PROBLEM SOLVING: LANGUAGE	. locates and describes objects in the classroom. . locates and describes objects within a picture. . makes and explains inferences based upon information obtained from a picture.
PROBLEM SOLVING: ONE-TO-ONE CORRESPONDENCE	. matches pictures and objects. . solves simple problems using one-to-one correspondence, e.g.: - How can we decide which child has more chips without counting?
CLASSIFICATION BY ATTRIBUTES	. orders sets of objects from smallest to largest. . orders sets of objects from largest to smallest. . distinguishes likenesses and differences. . distinguishes between same and different. . solves oral word problems using skills learned in this module.
GROUPS	. recognizes the number of objects in a group without counting.
COMPARISON OF GROUPS	. distinguishes between all and none. . compares two groups of objects to determine which group has more objects. . compares two groups of objects to determine which group has less objects. . compares two groups of objects to determine which group has more or less objects. . compares two groups of objects to determine if the number of objects in both groups are the same.

CONTENT	SKILLS AND UNDERSTANDINGS
VOCABULARY	. distinguishes between not enough and extra. . recognizes enough by means of sharing; e.g.: - Two cookies on a plate would be enough to give two boys one cookie each. . identifies amounts which are the same and amounts which are different. . distinguishes between more and less. . distinguishes between most and least. . distinguishes among many, as many as and fewest.
IDENTIFICATION--PARTS OF THREE-DIMENSIONAL SHAPES	. identifies three-dimensional shapes. . recognizes faces, edges and corners of a three-dimensional shape.
NUMERALS ONE (1) THROUGH FOUR (4)	. associates the numerals 1 through 4 with a group (set, lot, bunch, heap, pile) having one through four objects. . recognizes and identifies the symbols 1 through 4 as numerals for the numbers one through four. . writes the numerals 1 through 4. . identifies the number of elements in given groups (1 through 4) by counting.
NONSTANDARD MEASUREMENT	. measures the length and/or height of objects using nonstandard units of measure, e.g.: - How many block lengths do you need to measure this table top? . measures the capacity of objects using nonstandard units of measure, e.g.: - How many bowlfuls would it take to fill this pail? . defines and compares nonstandard measurements of weight.
TIME OF DAY	. recognizes times of the day--morning, noon, afternoon and night. . distinguishes between before/after, day/night, and early/late.
CALENDAR	. recognizes that a calendar has the name of the month, days of the week, year and dates. . recognizes the time relationship--yesterday, today and tomorrow. . names the holidays and seasons as they occur.
SHAPES AROUND US	. recognizes and forms a circle. . recognizes and forms a square. . recognizes and forms a rectangle. . recognizes and forms a triangle. . identifies and forms patterns.

CONTENT	SKILLS AND UNDERSTANDINGS
SPATIAL RELATIONSHIPS--EXTENDED VOCABULARY	. distinguishes between top and bottom. . distinguishes between before and after. . distinguishes between inside and outside. . distinguishes between in and on. . begins to distinguish between left and right. . distinguishes between next to and between. . distinguishes among first, middle and last.
GENERAL TEMPERATURE MEASUREMENT TERMS	. distinguishes between the concepts of hot and cold. . distinguishes between cooler than and hotter than. . distinguishes between as cold as and as hot as.
SIZE CONCEPTS	. distinguishes among the degrees of size--large/larger/largest and small/smaller/smallest. . distinguishes among the concepts of long/longer/longest and short/shorter/shortest.
MONEY: PENNIES	. recognizes and identifies the value of the penny as 1 cent and the ¢ sign. . counts and writes the value through 4 cents or 4¢. . solves story problems related to skills learned in this module.
ADDITION	. recognizes that addition is a union of sets. . recognizes that when two (non-empty) groups of objects are put together, the resulting group has more objects than either of the two original groups.
ADD ONE	. adds 1 object to 1 object. . adds 1 object to 2 objects. . adds 1 object to 3 objects. . adds 1 object to 0 objects.
CONSERVATION OF THE NUMBER IN A SET	. names sets of objects arranged in vertical, horizontal or random position. . names the number in a set of objects in a vertical, horizontal or random position. . understands that counting objects in different positions does not change the number.

CONTENT	SKILLS AND UNDERSTANDINGS
NUMBER RELATIONSHIPS	. constructs a bar graph using blocks/cubes. . transfers a graph to a pictorial representation. . interprets pictorial representations as those representing concrete objects or people. . identifies number relationships using symbols and pictures. . counts aloud the number of squares that are colored on a bar graph. . colors the corresponding number of squares on a vertical bar graph when given concrete objects or the pictorial representation. . writes the numeral that represents the number of squares colored on a vertical and horizontal bar graph.
NUMERALS FIVE (5) THROUGH NINE (9)	. associates the numerals 5 through 9 with a group (set, lot, bunch, heap, pile) having five through nine objects. . recognizes and identifies the symbols 5 through 9 as numerals for the numbers five through nine. . writes the numerals 5 through 9. . identifies the number of elements in a given group (5 through 9).
NUMERAL ZERO (0)	. associates the numeral 0 with a group (set, lot, bunch, heap, pile) having no objects. . recognizes and identifies the symbol "0" as a numeral for the number zero. . writes the numeral 0. . identifies the elements in a group of zero objects.
INSTRUMENTS OF MEASUREMENT	. recognizes that a ruler is an instrument used to measure length. . recognizes that a scale is an instrument used to measure weight (heavy/light). . recognizes that a thermometer is an instrument used to measure temperature (hot/cold).
NUMERAL TEN (10)	. associates the numeral 10 with a group (set, lot, bunch, heap, pile) having ten objects. . recognizes and identifies the symbol "10" as a numeral for the number ten. . writes the numeral 10. . recites the numerals 1 through 10 in correct counting order. . identifies the number of objects in a group of ten objects.
PLUS (+) AND EQUAL (=) SYMBOLS	. identifies the plus (+) symbol. . identifies the equal (=) symbol. . identifies the plus (+) and (=) symbols in pictorial representations.

CONTENT	SKILLS AND UNDERSTANDINGS
ADD TWO	. adds 2 objects to 1 through 3 objects. . adds 2 objects to 0 objects.
ADD THREE	. adds 3 objects to 1 through 4 objects. . adds 3 objects to 0 objects.
TIME RELATIONSHIPS	. distinguishes between it takes longer and less time than. . recognizes as long as. . distinguishes between older and younger. . solves oral story problems related to skills learned in this module.
SUBTRACTION	. recognizes that when an object(s) is subtracted from a group, the resulting group is smaller than the original. . solves oral story problems related to subtraction skills using concrete materials.
COMPARATIVE SIZE TERMS	. distinguishes between shorter than and as short as. . distinguishes between longer than and as long as. . estimates which object is about as long as or as wide as. . recognizes the terms farther and nearer when referring to distance.
COINS: NICKEL AND DIME	. recognizes and name a nickel. . recognizes and name a dime. . discriminates among a penny, nickel and dime.
GRAPH READING	. constructs and interprets a simple picture graph.
SEQUENCE	. picks the object or number that comes before a given object or number. . picks the object or number that comes after a given object or number. . picks the number that is between two objects or numbers.
ORDINAL NUMBERS FIRST THROUGH FOURTH	. identifies the ordinal position of each object in a row through 4 objects. . matches the ordinal numbers first through fourth to the cardinal numbers (numerals) one to four. . identifies the numeral associated with a given ordinal number. . recites the ordinal names first through fourth.

CONTENT	SKILLS AND UNDERSTANDINGS
ADDITION EXTENSION	. adds 1 object to 4 through 9 objects. . adds 2 objects to 4 through 8 objects. . adds 3 objects to 5 through 7 objects.
CHANCE EVENTS/PREDICTING	. distinguishes between certain and not certain in regard to events. . distinguishes between more or less likely in chance situations. . recognizes the outcome of activities as chance (guessing).
A WHOLE UNIT	. identifies an object as a unit when so considered. . identifies a part of a whole. . distinguishes part of a unit from the whole unit.
SHARE OBJECTS	. recognizes that when a group is separated into two parts of the same size, each part is 1/2 of the whole group. . solves oral story problems related to skills learned in this module; e.g.: - Melissa has cubes. She wants to share them with a friend. Melissa makes two piles on paper plates. Are the piles the same? Does the total number of cubes remain the same after they are shared?
COMPARE A HALF UNIT TO A WHOLE UNIT	. recognizes that a whole object is greater than one-half (1/2) of the object. . recognizes that one-half (1/2) of an object is less than a whole.
THE FRACTION ONE-HALF (1/2)	. recognizes equal parts of a whole. . recognizes that when an object is separated into two (2) pieces of the same size, each piece is one-half (1/2) of the whole object. . divides representative objects into halves. . solves oral story problems related to skills learned in this module.
CONSTRUCT AND COUNT USING A NUMBER LINE	. constructs a number line. . counts forward and backward on the number line. . compares the cardinal number of a set of concrete objects by matching them with the numbers on a number line. - The last number in the one-to-one correspondence is the number of objects in the set.

CONTENT	SKILLS AND UNDERSTANDINGS
ORDINAL NUMBERS FIRST THROUGH TENTH	. matches the ordinal numbers first through tenth to the cardinal numbers one through ten. . recites the ordinal names first through tenth, e.g.: - first, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth
NUMERALS ELEVEN (11) THROUGH FIFTEEN (15)	. associates the numerals 11 through 15 with a group (set, lot, bunch, heap, pile) having eleven through fifteen objects. . recognizes and identifies the symbols 11 through 15 as numerals for the numbers eleven through fifteen; e.g.: - 11, 12, 13, 14, 15 . identifies the elements in a given group. . recites the numerals 1 through 15 in correct counting order; e.g.: - 1, 2, 3, ... 15.
MONEY: QUARTERS THROUGH DOLLAR BILL	. recognizes and names a quarter. . recognizes and names a half dollar. . recognizes and names a dollar bill.
ADD FOUR	. adds 4 objects to 1 through 4 objects. . adds 4 objects to 0 objects. . adds 4 objects to 5 and 6 objects.
ADD FIVE THROUGH NINE	. adds 5 objects to 1 through 5 objects. . adds 6 objects to 1 through 4 objects. . adds 7 objects to 1 through 3 objects. . adds 8 objects to 1 through 2 objects. . adds 9 objects to 1 object. . adds 5 through 9 objects to 0 objects.

Music

Music is an integral part of a child's life. It impacts on a child's life earlier than any of the other arts. Babies respond to music. And throughout the child's development music remains an important part of the child's life.

Music is not a passive activity. It is only through active participation that the learning and enjoyment of music are fully realized. Music experiences not only help develop skills useful in other subject areas (e.g., listening, reading, following directions, teamwork), but the impact of the shared musical experience can be richly rewarding for everyone involved.

Children develop musical concepts through singing, playing, creating, moving, and listening.

CONTENT	SKILLS AND UNDERSTANDINGS
SINGING	. learns that singing is different from talking: - echo response of short melodies - conversational singing - nursery rhymes - rote songs . develops the ability to match tones. . becomes aware of high and low tones. . begins to build a repertoire of songs which include: - familiar songs. - activity songs. - songs for special days. - folk songs and national songs.
PLAYING	. explores ways of producing sounds by clapping, tapping, rubbing, shaking, blowing, plucking. . becomes familiar with a variety of classroom instruments and the proper method of playing each. . creates simple instruments using found objects. . uses instruments for song enrichment. . demonstrates awareness of steady beat, strong and weak beats and meter by playing simple rhythmic ostinatos to accompany songs and instrumental selections. . learns to play an instrument at a variety of dynamic levels ranging from loud to soft.
CREATING	. sings or chants spontaneously to accompany classroom activities. . improvises responses, as in conversational singing. . explores different sound sources: environmental, vocal, and instrumental. . improvises instrumental rhythms to accompany songs or instrumental selections. . creates original melodies. . adds a new verse to a familiar song or creates new words for a familiar melody.

CONTENT	SKILLS AND UNDERSTANDINGS
MOVING	. begins to understand the concepts of rhythm, melody, tempo, dynamics and form by participating in music through: - basic body movements such as: walking, running, skipping, to music. - interpretive rhythms such as: pretending to be a horse galloping, a snowflake falling, a soldier marching. - free movement (responding rhythmically, without direction, to music). - dramatizations of music or stories. - singing games and folk dances.
LISTENING	. becomes aware of timbre, or differences in tone quality, in: - environmental sounds. - human voices. - musical instruments. . begins to recognize expressive qualities in music: - dynamics - loud/soft - tempo - fast/slow - mood - bright/sombre . becomes familiar with a number of recorded selections.

Physical Education

Five-year-olds prefer to run, not walk; to climb, not sit; to do, not watch. Since they are in school all day and do not have as many opportunities to play out-of-doors, the growth and physical development of Kindergarten children are of primary concern to teachers and parents.

It is therefore critical that time be provided in the instructional program for children to engage in a wide range of gross motor and fine motor activities.

The Kindergarten physical education program provides many experiences that are meaningful for young children's overall development. The teacher arranges the classroom to allow adequate space for freedom of movement, and plans time for indoor and outdoor activities. Children begin to increase coordination and balance, refine small and large motor skills, and become more confident in their physical capabilities. Learning is integrated and joyful, spontaneous and structured, as children manipulate materials, participate in games, and respond to music with creative movement. These activities give children opportunities to learn important social skills as they become aware of their bodies in relation to space. Kindergarten experiences which offer a balance of rest and active play can make a vital contribution to a child's learning and development, and are the building blocks for a relevant program in early childhood education.

CONTENT	SKILLS AND UNDERSTANDINGS
THE BODY AND ITS PARTS: BODY AWARENESS	. knows the names of and locates the parts of the body: head, shoulders, arms, hands, legs, knees, feet. . moves body parts independently of each other: claps hands, nods head, squats and bends knees. . understands "in front of," "behind," and "next to the body."
HOW THE BODY MOVES	. moves fast and slow. . moves faster, slower. . understands and controls the speed of movements.
WHERE THE BODY MOVES: SPATIAL AWARENESS	. understands the difference between personal and general space. . responds to verbal directions about space (up, down, forward, back). . becomes aware of pathways and formations; walks in a relatively straight line; joins a group who arrange themselves in a circle or square. . appreciates the use of larger areas for movement in running and galloping. . is aware of personal space when manipulating materials. . understands "in," "out," "around."

CONTENT	SKILLS AND UNDERSTANDINGS
DIRECTION AWARENESS	. can begin to stop, turn around and reverse direction. . can respond to directions: forward, backward.
LEVEL AWARENESS	. can distinguish between high and low. . can follow directions to change levels.
AWARENESS OF PATHWAYS	. can move in geometric pathways: circle, line. . can move in classroom around tables, in and out of learning centers, without bumping into people and things. . can move backward and forward on a line.
WHAT THE BODY CAN DO: NONLOCOMOTOR MOVEMENTS	. can stretch, bend, push, pull, swing, turn.
LOCOMOTOR MOVEMENTS	. can run, hop, jump, gallop, skip with one foot. . begins to skip with two feet. . uses outdoor equipment such as a wagon. . moves hollow and unit blocks with ease.
MANIPULATIVE MOVEMENTS	. throws and catches large balls. . begins to throw bean bags with some accuracy. . handles scissors, crayons, paint brushes appropriately.
USES OF BODY PARTS	. can hop like a rabbit; jump like a frog. . can imitate a movement in games such as "Simon Says." . can begin to perform stunts: walk on a tight rope (on floor); climb to top of climber.
RHYTHMS AND DANCE: CREATIVE AND RHYTHMIC EXPRESSION	. can respond to rhythms: hopping, galloping, and running to music/percussion instruments. . can move body parts in different ways.
DANCE	. can perform dances such as: "Hokey Pokey," "Walk around the Village," "Bluebird, Bluebird."

Science

The Kindergarten science curriculum is based on a hands-on experimental approach which meets the developing needs of the five-year-old child. With young children, science is wondering, finding out, thinking and doing. The raw materials for discovery are all around them--in school, at home, and in the yard. Children work with these materials in an exploratory way as if they were scientists. The more competent and comfortable they become with the materials, the more learning will take place.

Scheduling a time for free use of materials and equipment in the Kindergarten classroom affords many good opportunities for experiences in science. Raw materials such as sand and water give the child many possibilities for action and exploring. The children are active participants in their own learning. Curiosity and interest in the materials become the child's motivation to expand the learning experience.

The processes of science such as investigating, observing, comparing and classifying enhance the intellectual development of children. As children solve problems, they learn to make decisions and evaluate the consequences. Language expands along with the understandings learned during scientific discovery. In addition, children who participate in problem solving with others can strengthen social development. Sharing a discovery with others always makes it more exciting!

The State Education Department of New York State has developed elementary science goals and criteria that are consistent with the Regents goals for education in New York State. These include:

Syllabus Goal:	Students will demonstrate an increase in their scientific literacy.
Program Goals:	Students will solve problems effectively and with ease.
	Students will solve problems by applying their skills systematically and with ease.
	Students will develop positive science attitudes.
	Students will increase their understanding of science principles.
Program Criterion:	Program activities will use a problem solving approach.
	Program activities will correlate directly to the skills, science attitudes, and science content in the syllabus.

Commissioner's Regulations 100.3(a) state that "Learning activites in Kindergarten shall include . . . participation in group projects. . . Science and mathematical experiences." Education Law 3204 states that: "Elementary science instruction is required as one of the 14 common branch subjects. ...A hands on approach to learning will be emphasized with opportunity for experimentation and individual problem solving." Education law also stipulates that:

- public elementary schools teach the humane treatment of animals and birds.
- instruction related to the conservation of natural resources of the state be provided to all public school students and appropriate activities must be provided for on the last Friday in April; that day being designated as Conservation Day or Arbor Day.
- safety is an integral part of the planning, preparation, and implementation of the science program.

CONTENT	SKILLS AND UNDERSTANDINGS
LIVING THINGS AROUND US	. There are many kinds of living things. . We find different living things in different seasons. . Certain conditions (temperature, water) are necessary for living things.
People (Our Growing Bodies)	. People are living things. . People can move, eat, breathe, and protect themselves. . People grow in height and weight. . Growth can be measured.
Animals	. Animals are living things. . Animals have distinct physical characteristics (body covering, body shape). . Animals have special needs. . Animals move in different ways. . Animals live in many kinds of places: air, earth, water. . Animals eat, breathe, grow and protect themselves. . Parts of animals have functions that help the animals live and grow (mouth, covering, eyes, nose, wings, legs, fins). . Changes occur in animals during the four seasons. . Animals make special sounds. . Animals' bodies and the human body have distinct parts. . The parts of some animals change to meet the immediate needs of the animal (skin, heart, eyelids, lungs). . People and animals change in size and in many other ways as they grow older. . People and animals are able to control some conditions around them (store food, build shelters). . Animals can be pets in school and at home.

CONTENT	SKILLS AND UNDERSTANDINGS
Plants	• Plants are living things. • There are many kinds of plants. • Plants change as the seasons change. • Plants grow at different rates. • Parts of plants have functions that help plants live. • Certain amounts of light, water, and warmth are needed for plants to grow. • Seeds have certain needs in order to live and grow. • Plants change to meet their immediate needs (roots grow rapidly, leaves turn toward light).
Seeds and Fruits	• Foods that have seeds are called fruits. • Seeds are found in fruits. • Each kind of fruit has a seed. • Although some parts of the seeds look different, they have the same function. • Different fruits have different numbers and arrangements of seeds. • We eat the fruit and seeds of many plants. • New plants grow from seeds.
How Plants and Animals Depend upon One Another	• Animals depend upon plants for: - food - shelter - shade - medicine - fuel • Plants benefit from animals who: - disperse seeds - aerate soil - eat plant-eating animals • Animals depend upon other animals for: - food - pets - clothing - work
DISCOVERING WITH OUR SENSES	• We find out about the world around us by seeing, hearing, smelling, touching and tasting.

CONTENT	SKILLS AND UNDERSTANDINGS
Sounds Around Us	• There are many different sounds around us. • We can tell, without looking, what makes a sound. • Different sounds are made in different ways (blow, shake, hit). • There are many different sounds heard around the school and our homes. • There are many different sounds in our neighborhood. • Some sounds are pleasant, some are unpleasant. • Some sounds are louder, some sounds are softer. • Different things make different sounds.
OBJECTS HAVE DISTINCT PROPERTIES	• Objects have unique properties that distinguish them from one another, e.g., color size texture use odor sound shape hardness • Objects can be sorted and grouped according to one or more properties. • An "unknown" object can be described according to its properties. • A magnifying glass helps us to see objects more clearly and makes things look bigger. • Most materials are solid, liquid, or gas. • Objects can be observed, described, and compared according to their properties. • Some properties of an object can be changed (freezing, hammering).
Collections	• A collection is a variety of objects that have a property in common. • There are many ways to organize a collection of objects based on the properties of an object.

CONTENT	SKILLS AND UNDERSTANDINGS
How Objects Change Properties Through Interactions	. Heat changes objects by: - making them warmer - making them softer or harder - changing the texture - drying - changing the size or shape - changing the color . Cold changes objects by: - making them colder - making them harder - changing the texture - changing the size and shape - changing the color . Objects can be set in motion. . Objects can be pushed or pulled to move them. . A balance can be used to find out which of two objects is heavier. . Objects can be dropped to produce a change (break, bounce, flatten, spread out, pile up). . Objects that are the same react to interactions in the same way. . Different things happen to different materials when they are acted upon.
INTERACTIONS WITH WATER	
Water Mixes with Food	. Some foods mix with water. . Some foods color water. . Some foods change the taste of water. . Stirring, heating and shaking help foods dissolve more quickly in water. . We can change dried foods by adding water.
Getting Wet and Drying	. Objects look, feel and smell different when they are wet. . Wet objects dry. . Drying occurs faster when it is warm. . Drying occurs faster when there is moving air around the object.
Blowing Soap Bubbles	. We can make bubbles by blowing air into soapy water. . Some bubbles are big, some bubbles are small. . Bubbles can have different shapes, colors, reflections. . Wind makes bubbles move. . When a bubble breaks, the air in it escapes.

CONTENT	SKILLS AND UNDERSTANDINGS
POSITIONS IN SPACE	. We are nearer to some things than to others. . We are farther from some things than from others. . Up and down depends on where you are. . Some objects are in front of others, and some behind. . Some objects are high above and some are low (comparing). . It is higher on one end of a hill than the other.
MOVEMENT IN SPACE	. It is harder to go up a hill than down a hill. . An object can roll down a hill without being pushed. . In order to roll an object up a hill, it must be pushed. . An object will keep rolling when it gets to the bottom of a hill. . Moving faster gets us there sooner (predicting).
MATTER AND ENERGY	. Light lets us see. . Light comes from the sun, moon, fire, electric lights, and other sources. . When light is blocked by an object a shadow is made. . In order to conserve energy, you should use light only when needed, and use appliances only when necessary.
MAGNETS	. A magnet picks up some things but not others. . A magnet picks up objects made of iron. . Magnets are used in different ways. . We can find many magnets in our home.
EVENTS (The Passage of Time)	. An event occurs at a particular time (morning, night, lunch time). . An event occurs in a particular place (house, school, street). . Events occur in a particular sequence (wake up, eat breakfast, go to school). . Some events occur over and over again at regular intervals (seasons, day and night, months). . Some events occur over time (seedlings grow into mature plants).

Social Studies

The social studies program in Kindergarten focuses on the development of the child as an individual as well as a member of a family, school, community, and the world. Through this program the five-year-old child develops an awareness of self and strengthens social relationships with others in the classroom and school.

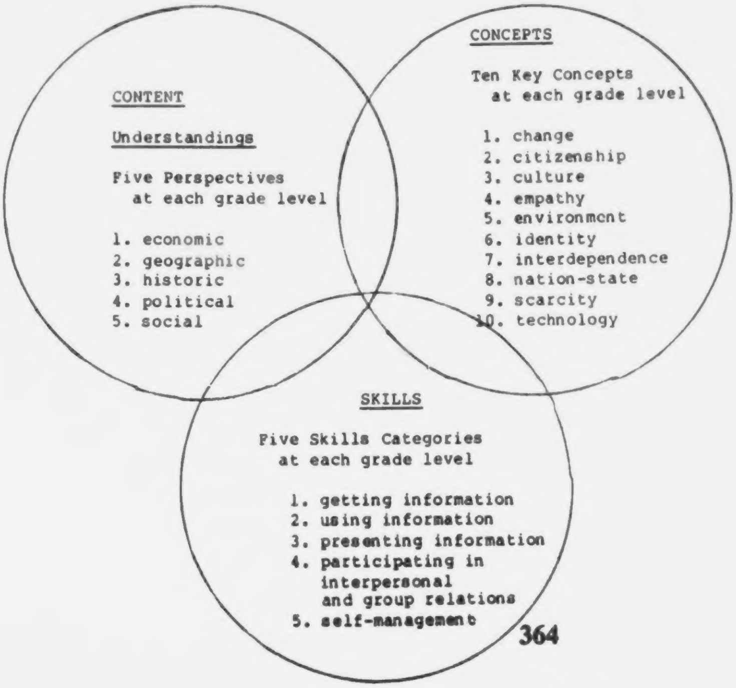
The Kindergarten social studies program requires active participation of the children and is developmental in nature. This child oriented program is designed to meet the diverse needs of all types of learners through activities that allow for a variety of contributions from all pupils. This process lends itself to the teaching of "Understandings." Children develop these understandings through participatory activities. This process is ongoing and children constantly incorporate new experiences into their existing framework of knowledge.

The content studied in social studies is based on real-life applications of learned understandings and skills. A good way to achieve this is to integrate the content areas using a thematic approach. Themes can extend over long periods of time and integrate cognitive, creative, and affective learnings.

The source of content always begins with the child. This helps provide experiences that are relevant and personally meaningful to the children. As the child develops a sense of self and accumulates positive social experiences, social studies content becomes clearly linked to each child's unique background and cultural heritage.

The Kindergarten social studies curriculum is based on New York State's Social Studies Program which focuses on educational outcomes.

The diagram below illustrates the approach to the social studies curriculum taken in the New York State Regents Action Plan. Content understandings from each of the five perspectives are selected to build toward the learning of ten key concepts. At the same time, teachers are encouraged to plan each social studies activity with regard to systematic skills development.


CONTENT
Understandings
Five Perspectives at each grade level
1. economic
2. geographic
3. historic
4. political
5. social
CONCEPTS
Ten Key Concepts at each grade level
1. change
2. citizenship
3. culture
4. empathy
5. environment
6. identity
7. interdependence
8. nation-state
9. scarcity
10. technology
SKILLS
Five Skills Categories at each grade level
1. getting information
2. using information
3. presenting information
4. participating in interpersonal and group relations
5. self-management

CONTENT | UNDERSTANDINGS

SOCIAL

. Each person has
  - needs and wants
  - abilities
  - skills
  - interests
  - feelings
  - talents

- Each person is unique and important
  - in a family
  - in a class
  - in a school
  - in the community and world

. Throughout the world, most people live in families, though families differ in
  - size
  - relationships
  - the roles family members assume
  - composition

POLITICAL

. All children and adults have responsibilities
  - as individuals
  - as members of a family
  - as members of the school community
  - as members of the local community

. Rules affect children and adults
  - in the home and family
  - in school
  - in friendships and relationships
  - in the community
  - everywhere

. People make and change rules for many reasons
  - in the home and family
  - in all parts of the school and the surrounding area
  - in all parts of the community

. People make rules which involve consideration of others and provide for the health and safety of all
  - in the home and family
  - in all parts of the school:
    . cafeteria
    . halls
    . gym
    . library
    . playground
  - in the community
    . road and traffic signs
    . bicycle safety signs

CONTENT UNDERSTANDINGS

POLITICAL
(continued)

- People make decisions which involve others
  - at home
  - in school
  - on the playground
  - in the neighborhood

- Each person can contribute to decision-making and problem-solving
  - in a family
  - in a class
  - in a school

- Citizenship includes an awareness of the symbols of our nation:
  - the Pledge of Allegiance
  - the American flag
    - it has three colors: red, white, and blue
    - the stars and stripes on the flag symbolize events in our past

- Citizenship includes an awareness of the holidays and celebrations of our nation:
  - Lincoln's Birthday
  - Washington's Birthday
  - Independence Day
  - Labor Day
  - Columbus Day
  - Veterans Day
  - Thanksgiving Day
  - Martin Luther King, Jr. Day
  - Election Day
  - Flag Day
  - Memorial Day
  - Conservation Day
  - Others (the holidays listed above are established by law for state or national observance)

ECONOMIC

- Families have needs and wants:
  - food
  - shelter
  - clothing
  - health care
  - leisure activities

- Communities provide facilities and services to help satisfy the needs and wants of community members:
  - schools
  - libraries and museums
  - parks and playgrounds

CONTENT	UNDERSTANDINGS
ECONOMIC (continued)	- police and fire protection - medical facilities - day care centers - stores
	. People rely on each other for goods and services - in the classroom - in school - in the community
	. People make decisions about the money they earn. They might choose to - buy goods - buy services - share/give - save
GEOGRAPHIC	. Directions are used for relation and location: - above/below - back/front - near/far - here/there - left/right - up/down - top/bottom - over/under
	. Maps can be pictures of places: - rooms (school, home) - buildings - streets - communities - our nation
	. A globe represents the earth and shows - our nation - land and water bodies - our state
HISTORIC	. All people change through their lives: - they age - their appearance changes - some skills, abilities, and interests change - friendships and relationships change
	. Places and things change over time - in use - in value - in appearance and condition

CONTENT

UNDERSTANDINGS

HISTORIC (continued)

- Places and things sometimes remain the same:
  - qualities and characteristics
  - components and parts
- People celebrate important dates and events of the past:
  - birthdays of famous people
  - religious holidays
  - patriotic holidays
  - anniversaries
- Some people may follow traditions and customs that are different from the traditions and customs of other people:
  - art
  - stories, poems
  - dietary customs
  - religious celebrations
  - modes of dress
  - games
  - dances
  - songs

Adapted from: State Education Department, Bureau of Curriculum Development, Kindergarten: Social Studies Program (Albany, The University of the State of New York, 1982), pp. 29-69.

Section 10
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RETELLING THE CLASSICS

The timeless classics have been told and retold by many writers in various formats. Many publishers have provided opportunities for children to get to know and enjoy these stories over the years. Some titles in this category are:

The Elves and the Shoemaker
The Gingerbread Boy
Jack and the Beanstalk
The Owl and the Pussycat
The Three Billy Goats Gruff
The Three Pigs
The Gingerbread Boy
Henny Penny
Rumpelstiltskin

PREDICTABLE STORIES: BOOKS WITH A REPETITIVE STORY LINE

Stories that have a repetitive story line abound in folklore, in fairy tales and in nursery rhymes. Children to whom stories are told or read very often delight in joining in with the repetitive parts as they occur--"Then I'll huff and I'll puff and I'll blow your house down," "Run, run as fast as you can," "We're all going to tell the king the sky is falling." When children have heard those words several times, they begin to say them along with the teller, enjoying the powerful or comforting feeling of "knowing" the story. They may also pretend to "read" these books, and may want to imitate the repetitive structure to create new stories of their own. These, in turn, they can "read," strengthening their association between oral and printed language.

When young children are asked to tell a story, they often retell these tales or recreate them with their own variations of plot and character, but with enough similarity so that the original is recognizable.

Children who have difficulty structuring their own language can imitate and build upon their own imaginative ideas. These ideas can be developed orally, as part of a small-group language development activity.

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